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ABSTRACT

Chapters in this volume include the following: "Innovations in TESOL Teacher Education: A Quiet Revolution" (Karen E. Johnson); "Building Bridges among University, School, and Community" (Donald F. Hones); "Sustainable Strategies for Professional Development in Education Reform" (Nancy Clair, Carolyn Temple Adger); "Developing Professionals: Interwoven Visions and Partnerships" (Dorit Kaufman); "TESOL Education in the Context of Diversity" (Lynne T. Diaz-Rico); "Promoting Sense-Making in Second Language Teacher Education" (Paula R. Golombek); "Becoming Contributing Professionals: Nonnative-English-Speaking Teachers in an EFL Environment" (Tim Murphey); "Integrating Computer-Mediated Communication Tools into the Practicum" (Lia D. Kamhi-Stein); "Learning To See Diverse Students through Reflective Teaching Portfolios" (Yu Ren Dong); "Investigating Dialogue in Language Teacher Education: The Teacher Educator as Learner" (Bill Johnston); "Lessons from a Jet-In-Jet-Out Expert: Cooperation, Adaptability, and Relevance in Vietnam" (Marilyn Lewis); and "Enhancing English Language Teaching in the United Arab Emirates (Hedi Guefrachi, Salah Troudi). (Each paper contains references.) (KFT)

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Teacher Education

Edited by Karen E. Johnson

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Case Studies in TESOL Practice Series

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Teacher Education

Edited by Karen E. Johnson

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Jill Burton, Series Editor

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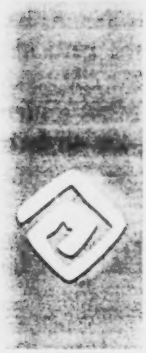

Series Editor's Preface

The Case Studies in TESOL Practice series offers innovative and effective examples of practice from the point of view of the practitioner. The series brings together from around the world communities of practitioners who have reflected and written on particular aspects of their teaching. Each volume in the series will cover one specialized teaching focus.

CASE STUDIES

Why a TESOL series focusing on case studies of teaching practice?

Much has been written about case studies and where they fit in a mainstream research tradition (e.g., Nunan, 1992; Stake, 1995; Yin, 1994). Perhaps more importantly, case studies also constitute a public recognition of the value of teachers' reflection on their practice and constitute a new form of teacher research—or teacher valuing. Case studies support teachers in valuing the uniqueness of their classes, learning from them, and showing how their experience and knowledge can be made accessible to other practitioners in simple, but disciplined ways. They are particularly suited to practitioners who want to understand and solve teaching problems in their own contexts.

These case studies are written by practitioners who are able to portray real experience by providing detailed descriptions of teaching practice. These qualities invest the cases with teacher credibility, and make them convincing and professionally interesting. The cases also represent multiple views and offer immediate solutions, thus providing perspective on the issues and examples of useful approaches. Informative by nature, they can provide an initial database for further, sustained research. Accessible to wider audiences than many traditional research reports, however, case studies have democratic appeal.

HOW THIS SERIES CAN BE USED

The case studies lend themselves to pre- and in-service teacher education. Because the context of each case is described in detail, it is easy for readers to compare the cases with and evaluate them against their own circumstances. To respond to the wide range of settings in which TESOL functions, cases have been selected from diverse EFL and ESL settings around the world.

The 12 or so case studies in each volume are easy to follow. Teacher writers describe their teaching context and analyze its distinctive features: the particular demands of their context, the issues they have encountered, how they have effectively addressed the issues, what they have learned. Each case study also offers readers practical suggestions—developed from teaching experience—to adapt and apply to their own teaching.

Already in preparation are volumes on

- action research
- bilingual education
- community partnerships
- content-based language instruction
- distance learning
- English for specific purposes
- intensive English teaching
- journal writing
- mainstreaming
- spoken discourse teaching
- teacher education
- teaching academic writing
- technology in the classroom

THIS VOLUME

The collection of case studies in this volume portrays the practice of teacher education in the field of TESOL. Drawing on the experiences of teacher learners, teacher educators in a range of settings around the world describe and analyze what they have learned about being teacher educators. Their reflections reveal teachers to be as much learners as their students, the importance of modeling effective teaching practice in teacher education settings, and how an immediate teaching context can be exploited for learning by both students and teachers.

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Jill Burton
University of South Australia, Adelaide

CHAPTER 1

Innovations in TESOL Teacher Education: A Quiet Revolution

Karen E. Johnson

There is a quiet revolution going on in TESOL teacher education. Quiet, because it can only be uncovered when you look closely at the activities and experiences that constitute individual teacher education programs, or when you look deeply into the hearts and minds of teachers and teacher educators as they learn and work in their professional worlds. A revolution, because it is stirring the very essence of what stands at the core of TESOL teacher education; a core that has long been based on the subject matter of language teaching and less on the sociocultural processes of learning to teach (Freeman & Johnson, 1998).

In this volume, TESOL teacher educators from around the globe document how they think about and carry out their work. They describe the complex, varied, and situated experiences of teachers as learners of language teaching. They illustrate ways of preparing teachers to work in diverse cultural, linguistic, and social contexts. They document the creation and sustainability of professional communities through pre- and in-service interventions. They embrace the processes of teacher socialization that occur in classrooms, schools, and the wider professional communities where teachers work. They assess teaching by focusing on how teachers make sense of their classroom practices and the social contexts within which they teach. And they recognize teachers and teacher educators as theorizers, curriculum developers, and learners in their own right.

The quiet revolution captured in these cases documents TESOL teacher education as it is practiced. These cases illustrate how teachers' own experiences, intuitions, prior knowledge, and present beliefs act as starting points for learning to teach. At the same time, they acknowledge how the social, cultural, political, and institutional contexts within which teaching occurs affect the processes of learning to teach. The teacher educators featured here recognize that teachers are capable of and ultimately responsible for their own professional development but that certain structures must be in place for teachers to be empowered to do so. These structures, while representing locally constructed responses to the sociocultural processes of learning to teach, are similar in that they recognize learning to teach as a collaborative effort, a reflective process, a situated experience, and a theorizing opportunity. This quiet revolution is changing the way TESOL teacher educators prepare teacher learners to undertake the work of this profession and, rightfully, changing the way TESOL teachers understand, teach, and learn alongside their students.

A COLLABORATIVE EFFORT

TESOL teacher educators have begun to realize that they are not the sole proprietors of or over the processes of learning to teach. Instead, these processes are much more of a collaborative effort, one in which a cadre of stakeholders participate and to which they contribute. Such stakeholders include university faculty, school administrators, classroom teachers, cohort groups of teachers, English language students, parents, and the communities within which all of these stakeholders live and work, not to mention the individual teachers themselves. Accordingly, teacher educators have begun to recognize the importance of building collaborative partnerships between all those involved in the professional development of TESOL teachers. To do so requires forging partnerships with other academic units both within and outside one's own institution, and with and among teachers, students, and local community groups. In the cases featured in this volume, we find evidence of collaborative partnerships among stakeholders at both the program and the course level.

At the program level, interdisciplinary curricular partnerships between academic units help prepare teachers to work with linguistically and culturally diverse students in various academic contexts. For those preparing for public school licensure in North America, immersion opportunities in interdisciplinary contexts enable teachers to become competent in academic content areas while simultaneously building upon a foundation of sound pedagogy for linguistically and culturally diverse students. Such opportunities allow teachers to work along side disciplinary specialists, whether they be university faculty or content area teachers, creating relationships that foster deeper kinds of understandings among different professional communities.

In global contexts, collaborative efforts at the program level are evident as teacher educators work to break down the structures that have traditionally kept teachers, supervisors, and teacher educators apart. Such collaborative efforts bring various stakeholders together with the common goal of learning from and with one another so as to improve the quality of English language instruction nationally. As a result, we begin to understand how the collaborative efforts of all those involved in English language teaching can change the ways in which teachers, supervisors, and teacher educators think about and carry out their work.

For other programs, collaborative efforts focus on connecting academic preparation in the university with field experiences and research opportunities within schools and the surrounding communities. Most of these programs take advantage of the rich multicultural and multilingual contexts within which their programs are situated by building partnerships with local bilingual schools, workplace literacy programs, and multilingual communities. Each of the cases in this volume are a testimony to the fact that collaborative efforts at the program level foster mutual understanding among the various stakeholders, instill a sense of respect for the integrity of diverse languages and cultures, and help create common goals among all those who participate in and contribute to the processes of learning to teach.

At the course level, collaborative efforts emerge among cohort groups of teachers as they engage in the meaningful exchange of ideas and experiences based on their understandings of themselves as teachers, of theories and pedagogies presented in their academic course work, of the students they teach, and of the day-to-day realities of their teaching contexts. When these exchanges are extended to include outside experts, university faculty, and school-based supervisors, they foster open dialogue, the sharing of ideas, and deeper understandings of one another. Whether occurring

in face-to-face or via computer-mediated communication, such exchanges foster the emergence of a professional discourse, heighten a feeling of membership in a professional community, and lessen the isolation and irrelevance often associated with university-based professional course work.

Other collaborative efforts at the course level find teachers engaged in participatory action research projects in which they become investigators of their own teaching contexts, of their students, or of the communities in which their students live. Such experiences enable teachers to have meaningful interactions within their students' communities, to appreciate the sociocultural and historical contexts from which their students have come, and to bring these understandings into their classrooms to inform what goes on there.

Collaborative effort between and among the stakeholders in the processes of learning to teach marks an important step forward for TESOL teacher education. It spreads the rights and responsibilities for learning to teach among all those who participate in and have an impact upon it. It forces all those involved to recognize and communicate with one another, to establish common bonds and goals, and to build on each other's strengths so as to foster teacher learning and professional development in a range of instructional contexts.

A REFLECTIVE PROCESS

The notion of reflective teaching is not new to TESOL teacher education. In fact, during the 1990s, it has become the banner slogan of TESOL and general teacher education. Much of this shift has been in reaction to the narrowly construed view of teachers as technicians who simply act as conduits for the implementation of theories, methods, and curricular efforts that come down from theorists and researchers who remain far removed from classroom life. Although TESOL teacher educators have come to recognize that critical reflection in and on the processes of learning to teach plays a central role in the professional development of teachers, the cases that make up this volume illustrate that this reflective process is much more complex than it may appear on the surface. A reflective teacher, as Zeichner and Liston (1996) explain, "examines, frames, and attempts to solve the dilemmas of classroom practice; is aware of and questions the assumptions and values he or she brings to teaching; is attentive to the institutional and cultural contexts in which he or she teaches; takes part in curriculum development and is involved in school change; and takes responsibility for his or her own professional development" (p. 6).

In the cases that follow, this reflective process is one in which every aspect of the TESOL teacher education experience becomes open to critical examination and reconsideration. Some cases find that when teachers question their own assumptions about teachers, teaching, learners, and learning they begin to recognize the consequences of their beliefs, knowledge, and experiences on their own teaching. Other cases describe the benefits of tapping into the social dimensions of this reflective process, as teachers collectively uncover who they are, where they come from, what they know and believe, and why they teach as they do. Still others focus the reflective process on the student, enabling teachers to recognize who their students are, where they come from, what they know, and where they want to go. Finally, some cases illustrate how this reflective process can help teachers question the taken-for-granted definitions of what is and is not possible in the contexts within

which they teach, and by doing so, recognize and experiment with alternative viewpoints and practices.

Another unique dimension of the reflective process found in these cases is the way in which teacher educators and teachers ask the broader questions of not just whether their practices work, but for whom, in what ways, and why—thus, both recognizing and taking responsibility for the consequences of their own practices. Reflecting on the consequences of one's teaching encompasses embracing the unexpected social, academic, and political effects of schooling on students (Pollard & Tan, 1994). As evidenced in the cases in this volume, teachers come to see themselves, their students, and the institutions within which they work through structures such as reflective teaching portfolios, communities of teachers and learners, expert/novice networks, and participant-centered professional development strategies.

Finally, the reflective process captured in these cases illustrates how teacher educators and teachers come to frame and reframe the issues and problems they face in their professional worlds. When they reflect on their experiences from alternative perspectives, they end up reframing these experiences, thus altering their practical theories (Handal & Lauvas, 1987) or the interpretative frameworks (Golombek, 1998) through which they make sense of their work. In these cases, we find teachers reframing their experiences as learners, writers, and teachers, as they engage in the processes of learning to teach. We see them reframing the subject matter of their teacher education programs by relating it to their own personal and professional lives and to the settings of their work. And we see them reframing their conceptions of their students by recognizing how language, culture, and power shape the diversity of human experiences.

Learning to teach is ultimately a reflective process, but it is also extremely complex. When teachers and teacher educators honestly and openly engage in deliberate reflection on and critical inquiry into their own experiences and practices, they become open to true learning, or what Dewey (1933) called "educative" (p. 46) experience.

A SITUATED EXPERIENCE

Teaching is clearly understood as an activity that is situated in a particular time and place (Freeman, 1996). Because teaching is a situated activity, it requires teachers to figure out how to teach a particular topic, with a particular group of students, at a particular time, in a particular classroom, within a particular school (Johnson, 1999). Thus, the place where teaching occurs is not neutral or inconsequential to the activity of teaching, but a powerful force that affects what and how teachers teach. The corollary to TESOL teacher education is that the processes of learning to teach must also be understood as situated because learning to teach occurs in a particular time and place, with a particular group of teachers. Given this premise, the institutional forms and processes that are called TESOL teacher education must recognize how specific contexts shape the processes of learning to teach.

Each case in this volume raises questions about the social, cultural, and institutional contexts of both teaching and learning to teach and provides descriptive accounts of local responses that fit the unique challenges and opportunities teachers face within these contexts. Many do this by recognizing up front the resources and

constraints of their contexts and creating structures to enable teachers to work within and around the settings where they find themselves. These cases demonstrate how teacher educators have implemented alternative professional development experiences for teachers so as to enable them to look beyond local obstacles, such as mandated national curriculum, high-stakes university entrance examinations, evaluation practices for retention and promotion, and limited opportunities for exposure to the English language. Other cases create structures that bring teachers outside the contexts with which they are familiar so that they may question the impact of these contexts on what and how they teach. Several cases explore alternative governing structures for the supervision and evaluation of teachers in school settings.

Although each case represents a locally constructed response to the constraints, resources, opportunities, and possibilities of a specific context, it is also evident that neither teachers nor teacher educators become limited by the situatedness of these experiences (Kirshner & Whitson, 1997). Instead, they simply recognize how the professional landscapes within which they work shape their learning and teaching experiences. Such recognition empowers teachers to move from one context to another with a keen understanding of the situated nature of teaching and enables them to build upon what they have learned in one context so as to understand and ultimately function in another.

A THEORIZING OPPORTUNITY

The gap between theory and practice has been much maligned in TESOL teacher education (Clarke, 1994; Johnson, 1996, 1997). Teachers complain they get too much theory and not enough practice. School administrators protest that new teachers fail to translate theory into effective classroom practices. Teacher educators chide teachers to ground their practices in theory so as to move beyond their apprenticeship of observation (Lortie, 1975). However, the way in which TESOL teacher educators define theory will likely determine if the separation between theory and practice remains a debatable issue. If we retain a positivistic perspective, theory will remain a set of abstractions and generalizable truths that are assumed to be empirically tested as effective with all learners in all contexts. However, if we broaden our definition of theory to include the voices and experiences of classroom practitioners, we will begin to recognize that the process of theorizing need not be limited to an activity that is separate from the experience of teaching itself, but rather can be a "lived relationship, grounded in the practical existence of persons and dependent upon the process of interpretation and change" (Britzman, 1991, p. 50).

This broader definition of theory depicts teachers as sources of knowledge, as theorizers who, based on a combination of theoretical, personal, practical, and experiential knowledge, routinely enact theories of teaching and learning within the contexts of their own classrooms (Clandinin & Connelly, 1988; Elbaz, 1983). When teachers are given multiple opportunities to theorize about their work, their theories become the basis for how they conceptualize, construct explanations for, and respond to the social interactions and shared meanings that exist within their classrooms (Johnson, 1999). Moreover, when theorizing opportunities move to the public forum, teachers become contributors to the substance and processes of their professional discourse communities.

The cases in this volume highlight how the structures built into teacher

education programs can act as theorizing opportunities as teachers learn to teach. Some cases create structures that allow teachers to reflect on their experiences, share their evolving understandings with others, and jointly construct knowledge that is relevant to their teaching contexts. Others frame structures that enable teachers to examine the theoretical knowledge they study in their course work within the familiar context of their own learning and teaching experiences, and use their knowledge about teaching, learning and students in situated and interpretative ways. Through such theorizing opportunities, teachers come to see how their knowledge about themselves, their students, and the contexts in which they teach, shape what and how they teach. Other theorizing opportunities create structures in which teachers present their professional understandings and teaching/learning experiences to others, and, in essence, become members of professional communities of practice and explanations (Freeman, 1996) both locally and beyond.

The forms of these structures differ depending on the contexts within which they occur, but such theorizing opportunities enable teachers to develop a sense of ownership and voice and realize that they are indeed creators of legitimate forms of knowledge. Dewey (1933) argued that the goal of education is to enable learners to acquire the ability to use experience to respond to changing conditions, and the structures captured in these cases embody theorizing opportunities that place teachers at the forefront of this process. In doing so, TESOL teacher educators recognize that teachers are learners of teaching in their own right, and understanding their own practices and the impact of their practices on the teachers and students they teach is critical. Moreover, these cases characterize TESOL teacher educators as learners as well, and by featuring centrally their experiences and beliefs about the content of their programs and the learning-teaching process, they seek to understand their own practices through reflection on and about their own work. Such theorizing opportunities, whether directed at teachers or teacher educators, enable both to articulate their conceptions of teaching and to make their knowledge explicit (Freeman, 1991).

These cases provide a deeper understanding of how language teacher educators teach and their students learn to teach and, by doing so, highlight the sociocultural processes involved in learning to teach. Teachers and teacher educators who conduct reflective inquiry into their own classrooms and share their results in professional fora find that they deepen their understandings of their work and contribute to their profession in significant and worthwhile ways.

THIS VOLUME

The collection of cases in this volume looks deeply and critically at the activities and experiences that constitute TESOL teacher education and into the lives of teachers and teacher educators as they learn and work. Part 1 represents a collection of innovative teacher education programs designed to foster teacher learning and professional development at the program level. Part 2 includes examples of structured activities within teacher education programs aimed at fostering teacher learning about oneself, students, the subject matter, and the contexts within which teachers teach. Part 3 contains reflective experiences of teacher educators as they work within their teacher education programs, giving us insight into the challenges and dilemmas with which they wrestle within their professional worlds. These cases

capture the enormous complexities of the sociocultural processes of learning to teach and provide us with a framework for understanding these processes as a collaborative effort, a reflective process, a situated experience, and a theorizing opportunity. This volume represents a testimony to the quiet revolution that is changing the way teacher educators prepare teachers to undertake the work of the TESOL profession.

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CONTRIBUTOR

Karen E. Johnson is associate professor of speech communication at the Pennsylvania State University, in the United States. Her research focuses on teacher learning in language teacher education, the use of innovative technologies in language teacher education, and the dynamics of communication in second language classrooms. She is the author of *Understanding Communication in Second Language Classrooms* (Cambridge University Press, 1995) and *Understanding Language Teaching: Reasoning in Action* (Heinle & Heinle, 1999).

PART 1

Innovations in TESOL Teacher Education Programs

CHAPTER 2

Building Bridges Among University, School, and Community

Donald F. Hones

INTRODUCTION

> It was an icy day in late winter when I pulled up in front of the house where I used to visit Seeda, my former ESL student. Now, with tape recorder, paper, and pen in hand, I was going to find out more about her life and the lives of her family members. . . . To my knowledge, their stories, like the stories of many Hmong families, have not touched the lives of many educators, but I believe these stories are of utmost importance for a strong home-school connection.
>
> And so we begin the stories of a Hmong family who have known tragedy and grief, yet now are in a better place. (Thompson, 1998, p. 1)

With these words Amy Thompson begins a Hmong family narrative that draws on her work as a teacher learner in a university TESOL program, her life as an ESL teacher, and the various cultural roles she performs between the school and the community: She is at once a cultural storyteller, retelling her own story and helping the family of her former ESL student tell theirs; a cultural healer, who provides the caring and the mediation needed for a refugee family negotiating cultural change; and a cultural worker, who seeks to bridge the invisible borders that separate schools and the homes of second language (L2) students. To prepare teachers for these cultural roles as storytellers, healers, and workers—and thus to build bridges among the university, school, and community—is the goal of our TESOL preparation program at the University of Wisconsin, Oshkosh.

This chapter describes our ESL/bilingual teacher preparation and licensure program. The program is new, as of this writing entering its second full year. At present, teacher learners are able to pursue public school licensure in ESL and bilingual education (Spanish, Hmong, or both). The teacher learners and the program reflect the growing demographic diversity of northeastern Wisconsin. The program seeks to serve as a bridge among university, school, and community in various ways:

- There is a special emphasis on working with Hmong, Spanish, and other minority language children and their families.
- Courses in the program are designed to connect academic preparation in the classroom with field experiences and research within schools and minority language communities.

- Our program seeks to create professional learning communities among pre- and in-service teachers; encourage research on the learning that takes place in classrooms, homes, and diverse communities; and utilize this research to develop authentic curriculum.

Unique features of our program include our focus on the critical roles of L2 teachers as cultural storytellers, cultural healers, and cultural workers, as well as our commitment to fostering teacher research relationships with minority language families, communities, and schools.

CONTEXT

Regional Needs

Our ESL/bilingual education teacher preparation program is located within the Department of Curriculum and Instruction of the University of Wisconsin Oshkosh. Oshkosh lies in the heart of the Fox Valley, a growing, demographically diverse area with a population of approximately 300,000. The arrival of large numbers of Hmong refugees in the years following 1975, and the growth of the Spanish-speaking immigrant population in the 1980s and 1990s have increased the need of surrounding communities for teachers licensed in ESL, bilingual education, or both.

The largest group of minority language students in Wisconsin are speakers of Hmong. According to the 1990 U.S. census, Wisconsin had a Hmong population of 16,373, or approximately 18% of the total Hmong population of the United States (Schlader, Schwartz, & Detzner, 1995). For the academic year 1997–1998, in eight school districts of northeastern Wisconsin—Appleton, Fond du Lac, Green Bay Area, Manitowoc, Menasha, Oshkosh Area, Sheboygan, and Wausau—the Hmong represent the vast majority of minority language students, at 5,719, or 82% of a total of 6,957. Between 1989 and 1999, several thousand Mexican workers have moved to northeastern Wisconsin, and 887, or 13% of the total number of minority language students in the eight districts mentioned above, have Spanish as their L1. ESL/bilingual student/teacher ratios range from 30:1 in Green Bay and Sheboygan to a troubling 222:1 in Fond du Lac. Area districts agree that there is great need for more comprehensive and more effective L2 instruction to serve growing numbers of linguistically diverse students.

Development of Program

In the 1997–1998 academic year, the University of Wisconsin Oshkosh, with the support of area school districts, initiated an ESL/bilingual education teacher licensure program within the Professional Education program and the Master of Science in Education program of the Department of Curriculum and Instruction. These programs offer licensable minors in ESL and bilingual education for Pre-K–6 elementary education majors and 6–12 content area majors, as well as ESL and bilingual education licensure for graduate-level teacher learners working on master's degrees in curriculum and instruction. With the 1999–2000 academic year, an ESL major, with content area licensure, was to be offered through the Professional Education program.

Cummins (1986) suggests that for language minority students' academic success,

- minority language and culture must be incorporated into the school program;
- minority community participation must be encouraged;
- ESL/bilingual education professionals must be advocates for minority language students and teacher educators regarding language acquisition, culture, and adapting instruction and assessment; and
- there must be high academic standards for all students, integration of content and language, and comprehensible instructional input.

Furthermore, L2 students must master English language and content area knowledge if they are to succeed academically (Chamot & O'Malley, 1994).

Our program in ESL/bilingual education reflects such current research on L2 theory and effective practice. Moreover, in our effort to build bridges among the university, the schools, and various linguistic and cultural communities, we seek to prepare teachers who

- value linguistic and cultural diversity, and understand their multiple cultural roles as L2 educators;
- can critically assess themselves, their schools and their society;
- have the ability to engage in real educational problem solving with others;
- can use participatory action (Greenwood, Whyte, & Harkavy, 1993; Park, Brydon-Miller, & Jackson, 1993) and narrative research (Ayers, 1989; Goodson, 1992; Lincoln, 1993) to reach out to minority language communities and build authentic curriculum and instruction; and
- are producers of knowledge and creative members of professional communities.

Teacher Learner Profile

Teacher learners in the ESL/bilingual teacher preparation program represent the growing demographic diversity of northeastern Wisconsin. Approximately 70% of the teacher learners are of European American heritage; 20% are Asian American; and 10% are Hispanic. Most have grown up in one of the nearby communities, although some spent their early years in Thai refugee camps, the Philippines, Puerto Rico, and other diverse localities. Our teacher learners have many strengths, including a strong work ethic (most have jobs along with their academic work), interest in learning about other languages and cultures, and good academic preparation. What teacher learners need are the opportunities to connect their university course work to practical field experiences, develop relationships with minority language communities, and participate in professional activities, such as conferences and publications.

DESCRIPTION

Our ESL/bilingual education program combines an emphasis on the theory and practice of L2 instruction, linguistics as it is applied to language teaching and learning, and background in cultural and linguistic diversity. The program is

designed to meet the preparation needs of pre- as well as in-service teachers, and to initiate programs that may better serve northeastern Wisconsin's growing population of minority language children and families. All courses in the program are dual level (graduate and undergraduate), and all are offered in the evening in order not to conflict with work schedules. Most teacher learners are able to complete this program in 1–2 years, depending on their full- or part-time enrollment.

Bridging University, School, and Community: Course Work

Eight courses, for a total of 22 credits, are required for licensure in ESL, and an additional 3-credit course is needed for those pursuing licensure in bilingual education (Spanish or Hmong). These courses are

- Descriptions of ESL Methods
- Principles of Bilingual/Bicultural Education
- Multicultural Materials for Children and Youth
- Educating the Hmong Child and Adolescent
- Modern Grammars
- Applied Linguistics
- two elective courses
- Content Area Bilingual Instruction (for bilingual licensure)

These courses are designed to give our teacher learners a relevant background in second language acquisition (SLA) theory, L2 teaching methodologies, linguistics as applied to language teaching and learning, multicultural studies with specific reference to the region's Hmong and Latino populations, and principles and practice of research in homes, schools, and communities. Many of these courses combine the typical reading, writing, discussion of, and reflection on university course work with extensive field experiences where teacher learners can examine L2 education theories and policies in practice. In addition, both the ESL and bilingual education minors are placed in student teaching positions following the completion of course work.

Three courses are specifically designed to connect the university classroom with school and community field experiences and research. Descriptions of ESL Methods, Principles of Bilingual/Bicultural Education, and Content Area Bilingual Instruction courses follow. Examples of actual teacher learner projects related to these courses are found in the Distinguishing Features section of this chapter.

ESL Methods

Teacher learners examine theories of SLA; explore cultural, linguistic, and sociological issues as they affect the student learning; engage in hands-on practice with a variety of methods; investigate models of effective instruction and authentic assessment; and network with teachers and community leaders through semester-length field experiences.

From the beginning of this course, teacher learners are introduced to the idea of education as a dialogic process, where teachers and students are co-constructors of meaning and where there is a commitment to social justice (Freire, 1968). Through readings, reflective writing, and dialogue, teacher learners examine culture as many sided and always changing. We examine teachers' roles as cultural storytellers,

learning from and sharing their autobiographies, and encouraging the voicing of their students' stories (Goodson, 1992; Moll & Greenberg, 1990); as cultural healers, helping students, families, and communities navigate the oftentimes painful and confusing transition among the worlds of home, school, and the larger society (Spindler & Spindler, 1994); and as cultural workers, who can prepare students with the skills of the language and culture of power (Delpit, 1988) and at the same time encourage counternarratives (e.g., personal/collective histories that go largely unheard in the larger society) from those who have been silenced by the metanarratives of the dominant culture (Giroux, 1997). These varied cultural roles for teachers are presented in Table 1.

A semester-length field experience allows teacher learners to explore their various cultural roles in the classroom as well as to develop relationships with mentor-teachers. These mentor-teachers are recruited prior to the semester; they attend one of our evening classes to talk about their teaching as well as the cultural roles they play in school and community settings; and they have time to meet with teacher learners interested in working in their classrooms as volunteers and codevelopers of curricular units. TESOL teacher learners keep a reflective journal of their field experience; work individually, in small groups; and, on occasion, with whole classes of ESL students, and, with the approval of the mentor teacher, they develop and teach a week-long curricular unit. Mentor-teachers are also encouraged to introduce TESOL teacher learners to their cultural roles outside the classroom and to bring them along to at least one meeting with parents and on a home visit. Mentor-teachers also serve as advisors to TESOL teacher learners regarding future student teaching, internship, and job possibilities.

Principles of Bilingual/Bicultural Education

Teacher learners are introduced to sociology, politics, and policies of language and culture. They explore ethnographic and narrative tools available for doing research within minority language communities and engage in dialogues with members of minority language communities through a semester-length research project.

This narrative research project is carried out by teacher learners working with bilingual individuals and families in northeastern Wisconsin. The objectives of this project are to improve the teacher learners' understanding of the lives of immigrant families and the issues they face, and to facilitate a dialogue between the home and the school. Research shows that there is often little contact among teachers and bilingual families (Walker-Moffat, 1995); problems being experienced by bilingual children are often blamed on the home (Delgado-Gaitan, 1996); and bilingual families are usually left out of conversations about L2 education policies in the schools (Díaz Soto, 1997). Nevertheless, research also suggests that bilingual families have valuable funds of knowledge regarding the education of all children (Moll, 1992). This project encourages participation of bilingual community members in the retelling of their own stories (Lincoln, 1993). It encourages teachers to gain a deeper understanding of the lives and concerns of bilingual families, take a critical stance in support of these families and their counternarratives (Giroux, 1997), and inform the wider monolingual community about issues facing bilingual families and children.

Narrative research is the mode of inquiry used in this research project. Denzin's (1994) interpretive interactionism, involving the organization of life histories around epiphanies, or life-shaping events, has been particularly influential for student

TABLE 1. POSSIBLE CULTURAL ROLES FOR TEACHERS*

Cultural Storyteller	*Cultural Healer*	*Cultural Worker*
Biographer. Uses her own autobiography as a reflective tool for practice; encourages students to tell and learn from their own cultural life stories (Ayers, 1989; Goodson, 1992; Paley, 1995).	*Therapist.* Seeks ways to address multiple cultural conflicts faced by minority students/families; seeks to ease the transition into the dominant culture without sacrificing meaningful aspects of students' own culture (Spindler & Spindler, 1994).	*Border Guard.* Transmits the metanarrative of the dominant culture (in the dominant language); seeks to prepare students with the *cultural literacy* they need to function in American society (Bloom, 1987; Hirsch, 1988; Schlesinger, 1992).
Ethnographer. Collects, interprets, values, and utilizes as part of the curriculum stories/knowledge from variety of student cultures (Delgado-Gaitan & Trueba, 1991; Diaz Soto, 1997; Moll & Greenberg, 1990).	*Trainer.* Prepares students with literacy tools to be fluent in the language/culture of power, to adapt without necessarily assimilating (Delpit, 1988; Gee, 1990; Gibson, 1988).	*Border Crosser.* Critically engages with multiple cultural/linguistic communities; helps students develop their *counternarratives* to the dominant culture's *metanarrative;* actively works to create diverse democratic communities inside and outside the classroom (Giroux, 1997).

* The boundaries between these role descriptions are hazy at best. For example, the ethnographer can also be seen as a cultural healer and/or a cultural worker, and the gatekeeper is also a cultural storyteller of the dominant metanarrative.

researchers. This style "begins and ends with the biography and the self of the researcher" and encourages personal stories that are thickly contextualized and "connected to larger institutional, group and cultural contexts" (pp. 510–511). Moreover, the stories presented in the text "should be given in the language, feelings, emotions, and actions of those studied" (p. 511). As indicated in the work of Grumet (1991) and McBeth and Horne (1996), many ethical and methodological issues need to be addressed in the writing of bilingual/bicultural narratives, especially when not all student researchers share the same cultural background as their informants. The importance of addressing the informants' stories in a respectful manner is underscored, and family research participants are included in the process of analysis, interpretation, and, wherever possible, as coauthors of the final text.

Teacher learners who are involved in this narrative research project begin by examining the role of language and culture in their own lives through autobiographical poetry. Poetry, as the work of Tedlock (1983), Richardson (1992), and others suggests, is one of the narrative forms that deepen understanding of lived experience. Teacher learners then conduct narrative, ethnographic research with minority language families who have volunteered to participate in this study. Over a 10-week period, individual and small groups of teacher learners are paired with each family, learning about their lives and initiating dialogues about the education of minority language children. Thus, data sources for this research include, with permission from

teacher learners and their informants, teacher learners' written accounts of their own lives, transcriptions of audiotaped interviews with research participants, field notes, videotapes and photographs of family life, and library research.

Content Area Bilingual Instruction

For those pursuing bilingual licensure, this course introduces developments in research and practice in the field of bilingual education, and works closely with local educators to develop and implement semester-length action research projects.

One of the primary goals of our program is to engage our teacher learners in intellectual work that serves the needs of minority language children, schools, and communities. In the Content Area Bilingual Instruction course, teacher learners are asked to develop participatory action research projects. Participatory action research is a mode of inquiry that allows members of the organization or community being studied to participate actively in the research process from beginning to end (Greenwood, Whyte, & Harkavy, 1993). In this mode of inquiry, researchers seek not only to generate knowledge about a social system but to change it. Like Freire (1971), they see a need to combine theory and practice and to work with specific communities, not as experts, but as comrades. Thus, participatory action research is an ideal tool for educators working with the multiethnic, multilingual, and economically stratified society that is the United States at the turn of the 20th century.

Individually or in small groups, teacher learners make contacts with local schools and community organizations and collaborate with them in the assessment of the needs of children, classrooms, schools, and school districts. Usually this involves interviews with school personnel, students, parents, and community members as well as library research to develop a proposal suited to student, school, and community needs. The overall aim of the project is to prepare curriculum and instruction for academic language and content area programs that we can help bring into existence through collaborative efforts with schools and communities. Teacher learners present their finished proposals and curricula to the class, and if possible, to school districts and community organizations as part of this process.

DISTINGUISHING FEATURES

Cultural Roles of Teachers

An examination and exploration of the cultural roles of teachers begins in the Descriptions of ESL Methods course and continues throughout the course sequence and into student teaching. When the conceptual model of cultural roles (Table 1) is first introduced, teacher learners in small groups are asked to give their reaction to these role descriptions, and to give practical examples of how certain roles are part of their own practice or part of practice they have observed. Teacher learners typically suggest that these roles as cultural storytellers, healers, and workers are all part of their work.

Their development of cultural and linguistic autobiographies and poetry in TESOL course work has made them aware of the importance of their role as biographers. One of our TESOL teacher learners, a third-generation Polish American, writes of her search for information about her family cultural heritage:

> When I decided to get to know my own roots, there weren't very many people left who knew the stories behind the immigration of my great-grandparents. It seemed as if Judga and Busia never shared stories about their homeland, their village, their reason for leaving all that was familiar to them behind. Instead, I had to find my stories in courthouses, archives, and family history centers. (Kiedrowski, 1998, p. 2)

With their appreciation of their own cultural past comes a new interest in creating opportunities for their L2 students to retell, orally and in writing, their own cultural autobiographies. Many of our teacher learners develop curricular units that integrate language skills and content areas by using storytelling as a theme. For example, one of our in-service teachers, with the support of a Hmong community activist, prepared her elementary ESL students to present stories of the Hmong people. The children helped choose stories to enact; developed and practiced their individual characters, dialogues, and scenes; and with the help of the teacher, parents, and the community activist, organized their stage costumes, set, and props. The final dramatic presentation of these stories, in English and Hmong, was given to their entire elementary school and invited guests.

The role of the ethnographer of student, family, and community lives is less familiar to most of our teacher learners. Readings and discussion of the work of Moll and Greenberg (1990), Díaz Soto (1997), and other ethnographers of minority language communities help set the stage for course projects that involve teacher learners in family- and community-based ethnographic research (described in detail below).

Our TESOL teacher learners often see a clear connection between their roles as storytellers and healers. While engaging in ethnographic interviewing with a Hmong parent, one of our teacher learners also played the role of the therapist by acknowledging her informant's traumatic cultural struggle as well as her culture's strength:

> Mee said, "The most difficult thing about my life was when my mom, my brothers and my own two children died and my husband leaving me. I was left alone not knowing how to do anything . . . I am waiting to die. . . ."
>
> My heart hurt for her as I watched her cry. . . . I asked her if she wanted me to stop interviewing her and shut off the tape recorder. She shook her head. . . . Mee has great inner strength to have gone this far. . . . I truly believe that what has made Mee strong mentally has been the strong Hmong tradition of self-reliance and independence. Her children and other Hmong people living close to her have given her support and other opportunities to help her survival in the United States. (Thompson, 1998, pp. 11–12)

Children of immigrants to the United States often grow apart from their parents as they adapt more quickly to the new language and culture, and as they lose the ability to really communicate. One of the goals of the family narrative project (described below) was to provide a forum in which the stories of parents and other elders could be explicitly valued by teacher researchers, and to initiate a process of cultural therapy (Spindler & Spindler, 1994) among generations.

The cultural trainer connects the roles of healer and worker in that teachers work to give students access to the dominant culture's language of power (Delpit, 1988), without devaluing the importance of students' home languages and cultures.

Our TESOL teacher learners recognize the importance of teaching their students academic language skills, connecting content and language instruction, and making the study of U.S. culture and other cultures central to their work.

Although they are supportive of the work entailed in the cultural worker roles, some TESOL teacher learners, especially those who work with Latinos, take issue with the border guard descriptor and have suggested the term *gatekeeper* instead. Nevertheless, it becomes clear to our teacher learners that whether we use the terms *border guard* or *gatekeeper*, there is the implication that one culture, one language, and one grand or metanarrative are seen as important: Students either assimilate to these or they are shut out. On the other hand, the border crosser seeks, like the trainer, to prepare students with the tools necessary to be heard in the dominant language and culture, and moreover to use these tools to develop counternarratives—stories of their lives and communities that offer critical perspectives to those of the dominant culture. One of our student projects was inspired by the visit of a Hmong community activist who challenged us to find alternative explanations for the high failure rate of Hmong students at a local high school. With his guidance, our teacher learners have become involved in a series of interviews and surveys with Hmong teens, their families, teachers, and administrators, with the goal of finding authentic ways to support student success in schools. This project, initiated at the end of a semester, was to be more fully developed with new student researchers during the following term. The border crosser role implies advocacy for minority students and their families as well as an understanding of one's own political and policy role as a teacher.

These cultural roles of teachers are not seen as prescriptive but as points of departure for our teacher learners to explore the many ways in which they can support linguistically and culturally diverse students. Family-based research projects and participatory action research projects offer our teacher learners settings in which to practice these cultural roles.

Family-Based Research on Language and Culture

To focus attention on teachers' cultural roles as biographers, ethnographers, and border crossers, teacher learners in the Principles of Bilingual/Bicultural Education course are asked to conduct a semester-length research project with minority language families. The culmination of the bilingual family research projects were written family narratives from which teacher learners presented excerpts as performance events. These narratives, coauthored and coedited whenever possible with family members themselves, documented the stories of the participants, framed by the historical, cultural, and sociological contexts of their lives as immigrants and refugees.

Many of the narratives reflect the emerging dialogue among the student researchers and their informants. Through family interviews, our teacher learners became aware of the tremendous importance that minority parents place on education. Often these parents have limited English skills and little formal education, yet they find ways to support their children's learning, as in the case of Xia, a Hmong mother:

> The only formal education Xia had were the two years of adult school when she arrived in America. Because Xia lacks skills in English, her husband, who understands English better, attends the teacher-parent conferences. However,

> in supporting the children in other school related functions such as school awards night, movie nights, etc., it is Xia who attends with the children. Even though Xia is unable to carry on a full conversation in English, she is courageous and unintimidated by unknown situations. (Vang, Robinson, & Smith, 1998, p. 6)

What also seemed to emerge from family interviews was a deepening appreciation for both the diversity and commonality of the human experience. One preschool teacher interviewed the husband of her Hmong bilingual assistant and introduced her narrative with two contrasting events of January 15, 1983: the teacher's 15th birthday party and the informant's escape from war-torn Laos:

> There is much laughter and frivolity as friends and family enter the balloon- and streamer-filled house. Games are played, gifts are opened, and cake is eaten; all in the name of fun.
>
> There is no laughter, only seriousness and dead quiet. It is a fifteen mile walk to the shores of safety. It is unknown who is going to die. Many lose their feet from walking on land mines. Shirttails are held, boats are loaded, and strangers are trusted; all in the name of freedom. (Van Damme, 1998, pp. 1–2)

Our TESOL teacher learners came to appreciate their own need to become cultural border crossers by listening to the real border crossing experiences of families. Personal stories of life and death on the U.S.-Mexican border stand in stark contrast to the political furor over illegal immigration that has garnered so much media and policy attention. One of the Mexican mothers interviewed had to cross the border at Nogales separated from one of her children. From a McDonald's restaurant window she watched her youngest child taken back across the border three times by *la migra*, the border patrol:

> Four times she had to cross. She had the figure of a little saint in her hand. It gave me goose bumps. I felt very bad because she told me later, "Look, mommy! This helped me cross." I felt better with my older girls, but I also felt bad because I saw that they were so strong. They didn't cry. They didn't yell, nothing. I was happy that they didn't cry, but sometimes I feel bad because they were so young. (Lupe, interviewed in Serrano, Dryer, Fink, & Cortes, 1998, p. 24)

Teacher learners, sometimes accompanied by their informant/coauthors, also arrange to present this family narrative research at in-services in their school districts, at community service organizations, and at professional conferences. The dissemination of the written narratives is also being pursued through journals and edited volumes. This narrative research project provides a forum for bilingual family members to share their stories and ideas, and for pre- and in-service teachers to learn from the families they serve and to begin making contributions to the field of L2 practice and research.

Action Research Projects With Schools and Communities

Of the variety of participatory action research projects that have been developed by teacher learners thus far, I would like to profile three:

1. a language and culture awareness project aimed at increasing contact among mainstream and ESL teachers and students at three schools;
2. a Hmong/English literacy project for children and families;
3. a district-level ESL/bilingual program survey and analysis.

Language and Culture Awareness Project

Three TESOL teacher learners have developed a week-long unit that draws specifically on their conceptions of teachers' cultural roles. This unit is to be implemented at the sites where they work, which are an elementary school with a large Hmong population, a middle school, and a high school with a growing number of Spanish-speaking students.

The goals of this project are to increase collaboration and an understanding of L2 students' needs among ESL/bilingual and general education teachers, promote unity and understanding among all students, and develop cultural curricula to be used in L2 and mainstream classrooms. The antiracist, multicultural focus of their sample unit is designed to initiate a critical dialogue about language and culture among all students, all teachers, administrators, and community members in the districts in which they work.

One of the key components of this project is a needs assessment survey for both district staff and L2 students. Survey questions for staff include

- To what extent do you feel there are adequate educational materials available to reach the needs of your language minority learners?
- To what extent do you think that your language minority students are comfortable in working with native English speakers?
- To what extent do you encourage minority students to incorporate their culture in their daily work?

Their multicultural unit includes focused activities to bring together L2 students with native English speakers to talk and write about their families, recipes from home, stories from their cultures, and environmental awareness.

Hmong/English Literacy Project

Two groups of TESOL teacher learners have developed projects using bilingual Hmong/English storybooks. In one project, existing Hmong/English texts are audiotaped in both Hmong and English, and the books accompanied by the bilingual audiotapes are being organized into a Hmong family literacy library. These children's books on tape have been piloted through a family literacy project that our class developed at the request of a local district. Interestingly, when we attended the pilot literacy activity with our class, several Hmong parents were observed following along with the Hmong version of book as they listened to the Hmong audiotape, while their pre-kindergarten children seemed to generally follow along with the English version. It seems clear that the books on tape have the potential of connecting parents and children in bilingual literacy activities. Together with social workers, teachers, Hmong community activists, and administrators in the district, we are developing a grant to fund literacy materials for this project. District interest in this collaboration has led to internship opportunities for our teacher learners.

In the second project, a group of native-Hmong-speaking TESOL teacher learners took a story of an orphan, a familiar figure in Hmong folklore, and provided an interesting counternarrative: In an original, illustrated work, *The Orphan and the Little Fish (Ntxhais Ntsuag thiab Ntes)*, they retell an orphan's story with the female as the heroine. In the story, the orphan discovers that the little fish that she has brought home to keep her company has become a handsome young man, who cooks and cleans her house when she is away:

> That night, the Orphan returned home much earlier. She peeked through the window and discovered a handsome young man singing and cooking food. The Orphan was in love. Little Fish was surprised that the Orphan had arrived back home so soon. He didn't know what to do, so he started running for the bowl of water, but the Orphan grabbed his arm. . . ." Please stay with me and be my husband," said the Orphan. (Lo, 1998, p. 9)

With the encouragement of local teachers, classmates, and other readers, the author of this story is pursuing publication and dissemination of *The Orphan and the Little Fish* in order to make a valuable addition to the small but growing body of Hmong/English literature for children and adolescents.

ESL/Bilingual Program Survey and Analysis

Following a visit and discussion with an ESL/bilingual teacher, a team of our teacher learners became interested in addressing needs of native-Spanish-speaking students in a nearby district. They conducted an initial needs assessment that revealed a high drop-out rate among Hispanic students, an extremely high ESL student/ESL teacher ratio (91:1), and a general lack of bilingual materials for student use. Realizing that there was great need for more communication among ESL and mainstream teachers, administrators, parents, and students, the team organized an action research project involving surveys of attitudes about ESL/bilingual education for mainstream teachers and minority language parents, as well as participant observation and short interviews with ESL/bilingual students.

The results of this action research project highlight the need for greater understanding, especially among mainstream teachers, of current theory and practice of L2 education. When asked on a survey, "Do you currently have bilingual textbooks in your classroom, and, if not, would you like to see bilingual textbooks in your classroom?" one teacher responded, "No! Can you represent to the public that a student has passed an 'English' class if they [sic] can't read or comprehend the language?" Yet, other mainstream teachers did express an interest in having bilingual materials available if it would help students learn in the content areas. Parents surveyed were concerned that their children not be pulled out of classrooms if it meant missing important academic content. Parents were strongly in favor of their children learning English, and one father asked why the native-English-speaking students didn't "have the opportunity to learn two languages also? I think it is good to know two languages." Survey results, analysis, and suggestions for working with L2 students were presented at a staff meeting at the district high school. Our teacher learners' suggestion to set up a volunteer tutoring network between University of Wisconsin Oshkosh teacher learners and the district's mainstream classrooms met with an overwhelmingly positive response. Recruitment for volunteers has been initiated in classes across the College of Education.

As can be seen from the examples above, schools, communities, and our university program have all benefited from these action research projects. Colleagues at area schools and community organizations have collaborated in the development of these projects. They have been instrumental in introducing our teacher learners to the world of educational policy making, and through these school and community relationships, our teacher learners have gained internship and grant-writing opportunities. Overall, these projects have strengthened the ties of our university program with schools and communities we serve.

PRACTICAL IDEAS

Several practical ideas for teacher education arise from our experience preparing ESL and bilingual teachers.

Develop an Understanding of the Relationship Among Language, Culture, and Power

Teacher educators may want to focus on teacher learners' personal understandings of language, culture, and power, and sensitivity toward the diversity of human experiences, from the beginning of and throughout the program. Although there is some cultural and linguistic diversity among teacher learners in our program, the majority, like the majority in teacher education programs nationwide, are European American, native speakers of English, and middle class. The writing and sharing of autobiographies of language and culture allow teacher learners to appreciate a diversity of backgrounds and beliefs.

Nevertheless, we have found it important to return continually to troubling issues of language, culture, and power as these are played out in classrooms, playgrounds, and society. Recently, a native-Spanish-speaking in-service teacher telephoned me after class, complaining that native-English-speaking teacher learners in our class were assuming that she was less qualified to teach English to children. During our next class session, we discussed the need to directly address issues of cultural conflict in the classroom, and teacher learners were asked to write and talk about cultural conflict they had experienced in their own lives. After several other teacher learners and I had shared recent experiences, the student who had called me felt confident enough to discuss with the class her hurt feelings from the previous day. L2 teachers must begin to question their own assumptions about language, culture, and power if they are be leaders in promoting understanding among children, teachers, administrators, and often divided communities.

Promote Networks of Collaboration Among Pre- and In-Service Teachers

By promoting pre- and in-service teacher mentoring networks and collaboration, teacher educators can develop L2 classroom field experiences that include opportunities to develop alternative approaches to curriculum and instruction. L2 educators in our region are often marginalized within schools physically and socially. Wherever possible, we should seek to promote field experiences for preservice teachers that can validate and support the work of teachers in the field, and at the same time provide an invaluable learning experience for our teacher learners. At the beginning of each

semester, I invite several area teachers to visit our university courses to talk about their work and goals for curriculum and instruction and to have a chance to meet separately with teacher learners interested in helping to develop curricular units and volunteer in their classrooms. These initial collaborative experiences often lead to student teaching placements, friendships, and continuing professional contact.

Learn From Minority Language Families Through Family-Based Research

Teacher learners should be encouraged to do family-based research as a way of including minority language families in the program. At a time when support for bilingual education in the United States is uncertain, family-based research can provide opportunities for teachers-as-researchers to better understand the sociocultural and historical contexts, the learning processes, and the needs of minority language families. By establishing a research relationship based on trust and respect, by creating space for bilingual family members to develop and tell their counternarratives to members of the dominant culture (Giroux, 1997), teachers-as-researchers can become better allies and advocates for a meaningful system of bilingual/bicultural education. Teacher educators are encouraged to incorporate community- and family-based research experiences into course work. This will help engage their teacher learners in problem-posing education (Freire, 1968), and encourage teacher learners to think of themselves as writers and researchers and to initiate greater dialogue among families, communities, schools, and the academy.

Develop Participatory Action Research Projects to Meet Real Needs of Students, Schools, and Communities

If done in consultation with community organizations, schools, and others, participatory action research projects will meet the real needs of L2 programs and students. The challenges facing L2 educators in our region are great: Student/teacher ratios range from 30:1 in larger districts to 222:1 in smaller cities. As is the case nationally, the political climate here is generally unsupportive of other languages and cultures. Organizing minority language parents to support educational change is difficult as they often lack strong English skills themselves; they are reticent about questioning the treatment of their children by schools; and they are exhausted from working overtime at low-paying jobs to support their families. Participatory action research projects that include participants from universities, schools, and communities have the potential to initiate needed dialogue about effective L2 practice and bring together diverse partners for change.

Encourage Professionalization, Including Presentations and Journal Submissions

TESOL teacher learners should use course work to develop workshop presentations and manuscripts for journal submissions. Throughout our program, we seek to develop TESOL teacher learners who are producers of knowledge and contributors to professional communities. Teacher learners are encouraged to use their classroom presentations and writing assignments as vehicles for the development of in-service and conference workshops and journal articles. Currently, a number of teacher

learners are drafting essays, ethnographic studies, and book reviews for local and national TESOL publications, and various teacher learners cited in this chapter are participating in the production of an edited volume of bilingual family narratives. With encouragement to present their ideas to other professionals, L2 teachers can recognize and develop their own expertise and their critical, creative responses to the work of building bridges among the school and minority language families and communities.

CONCLUSION

Our program of ESL/bilingual teacher preparation at the University of Wisconsin Oshkosh is relatively new, and we continue to learn, evaluate our work thus far, make needed changes, and grow. We retain a commitment to the building of bridges among pre- and in-service teachers, between the intellectual work of the university and the practical needs of society, and among area schools and culturally and linguistically diverse homes and communities.

Future directions for our program include the development of an ESL major, development of a required course on working with L2 students for all Professional Education Program teachers, and developing contacts internationally to open up new possibilities for our teacher learners. The ESL major will include the development of additional courses in ESL Materials, Hmong Language and Culture, and Authentic Assessment for Second Language Learners. As teacher educators, we hope to continue to build bridges among the university, the schools, and diverse communities in the Fox Valley of Wisconsin and far beyond.

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CONTRIBUTOR

Donald F. Hones is assistant professor of curriculum and instruction at the University of Wisconsin Oshkosh. Since 1984, he has worked in the area of L2 education in Europe, South America, and the United States. He is the coauthor, with Shou C. Cha, of *Educating New Americans: Immigrant Lives and Learning* (Lawrence Erlbaum, in press).

CHAPTER 3

Sustainable Strategies for Professional Development in Education Reform

Nancy Clair and Carolyn Temple Adger

INTRODUCTION

An important focus of U.S. school reform calls for implementing standards and redesigning schools so all students can achieve. Educators committed to these reforms face enormous challenges: inequities in school funding, antiquated facilities and bureaucracies, a changing student population, an aging teaching force, and the public skepticism about schools' effectiveness. In addition, providing quality learning opportunities for all students that address standards places an enormous burden on teachers (Clair, 1998; Clair, Adger, Short, & Millen, 1998). Therefore, in-service professional development plays a critical role in the success or failure of education reform.

In this chapter, we describe the professional development component of an applied research project of the Northeast and Islands Regional Educational Laboratory at Brown University (LAB) on implementing standards with ESOL students. It involves a 3-year collaboration among ESL, bilingual, and content area teachers in four linguistically and culturally diverse middle schools. Partnering with LAB staff, these teachers are exploring standards implementation that is mindfully inclusive of ESOL students by drawing upon knowledge and experience of standards and education reform, second language (L2) development, and effective schooling practices for language learners. An essential aspect of the work involves three teacher-centered professional development strategies: standards alignment, student work, and peer visitation.

These strategies allow teachers to apply their knowledge and reflect upon evidence of students' learning. These strategies hold promise for ongoing reform at the school level because with practice, they can be used independently, without an outside consultant. The goal is for teachers to adapt these strategies for use in their schools beyond this project.

CONTEXT

The project takes place in Lowell, Massachusetts (on the east coast of the United States), a culturally diverse, urban school district that serves approximately 16,000 students (Clair, Adger, Short, & Millen, 1998). Between 50% and 80% of the student population is eligible for federally subsidized meals (Wolk, 1997). Asian American

students represent 27.9% of the total district student population, and Latinos represent 21.7% (Massachusetts Department of Education, 1997). During 1996–1997, 23% of the students were enrolled in Transitional Bilingual Education programs receiving some native language instruction in Spanish, Khmer, Portuguese, Laotian, and Vietnamese. ESL instruction is provided to many of the students who speak 1 of 13 low-incidence languages.

According to district educators, many ESOL students who have been exited from bilingual or ESL programs are having academic difficulties in mainstream classes. As in many urban districts, high linguistic diversity and poverty coincide with low standardized test scores, and district students scored below the state average on all measures of the statewide assessment program. Like that in many linguistically and culturally diverse school districts, the district teaching force is more homogenous than its student population. Ninety percent of the teachers are White, and many received their teaching certificates before preservice teacher education focused on ESL or L2 development.

We began the LAB project during the 1996–1997 school year at the request of the school district, which had begun a standards development effort that would lead to improved classroom practice. We approached the professional development in partnership with the district and teachers so we could remain responsive to emerging needs and understandings. The project brought together teams of teachers from four middle schools that had been selected by their principals. They included 7th- and 8th-grade English language arts, bilingual and ESL teachers, and school-based resource teachers (Title I[1]). Other participants included district-level facilitators for Title I, VII, and Chapter 636 (Office of Civil Rights)[2]. Thirty-one teachers and facilitators participated. The district provided space for the professional development sessions, and Title I paid for teacher substitutes so that teachers could participate in the professional development during the school day.

From November 1996 to June 1997, we met monthly with two teams of teachers. Sessions focused on discussing and critiquing standards-based reform in the national and local context; the state standards for English language arts and their connection to practice; the educational needs and strengths of ESOL students; and instructional practices that are aligned with standards and promote language learners' academic achievement.

Teachers read and discussed articles (see Appendix A), modeled and critiqued instructional strategies that are appropriate for middle school students (e.g., graphic organizers, cooperative learning tasks, group and individual work), and wrote reflections in their journals. In school and cross-school groups, they raised questions about implementing standards and explored ways that familiar practices could be aligned with them.

In addition to facilitating these full-day professional development sessions during the school year, we visited each school monthly to learn about the day-to-day realities and provide an opportunity for teachers to discuss any aspect of classroom life. Classroom visits were intended to individualize professional development for the

[1] Title I of the Elementary and Secondary Education Act (ESEA) provides federal funds for schools with children placed at risk.

[2] Title VII of the ESEA provides funds for bilingual education. Chapter 636 provides state funds for equity-related educational programs.

teachers and provide us with opportunities to understand the educational setting in detail. The classroom visits were optional, and only a few teachers declined. The majority of the teachers were able to shape our visits to meet their individual needs.

At the end of that year, teachers from the four schools met together to reflect critically on the year's professional development and to plan for the following year's activities. Teachers opted to work at their schools, as opposed to meeting in two groups at the district office, and they decided that meetings would occur after school as opposed to during the school day. In school-based teams, they planned ways of continuing the standards implementation work while responding to their own school's priorities, schedules, and experience with standards and language learners. Three school teams agreed to begin the following year's work by selecting a standard, trying classroom strategies that are aligned with the standard, and examining evidence of standards implementation. One team opted to explore standards implementation through action research. All four teams decided to expand the work beyond the English language arts and invite teachers from other disciplines to join the group. They discussed ways in which veteran project teachers could serve as resources to the new teachers. They concluded that participation should be voluntary. Finally, the teachers requested that we continue classroom visits and suggested ways for developing a peer visitation process. Many teachers expressed an interest in seeing their colleagues teach.

Year 2 (1997–1998) activities included 35 new teacher participants, with 28 teachers continuing from the first year. From October 1997 to June 1998, teachers met in school-based teams for 2 hours each month to continue their exploration of standards implementation with language learners.

DESCRIPTION

Whereas Year 1 was characterized by building relationships and foundational knowledge, and establishing a critical perspective for exploring standards implementation with language learners, Year 2 moved toward an increased role for teachers within the professional development process. The cornerstone of the work was the practice of three teacher-centered, sustainable professional development strategies that are related to understanding standards implementation at the classroom level: standards alignment, examining student work, and peer visitation.

Standards Alignment

A standard is, essentially, a broad learning goal. In order to design instruction that supports student learning toward standards, or teach to standards, teachers must unpack, or analyze, the standard. Using the Curriculum Planner, a template developed by the Center for Resource Management, Inc., we guided teachers through a process of analyzing standards. This process asks teachers to respond to the following questions: What concepts and skills make up this standard? What activities or strategies help students acquire the concepts embedded in the standard? What materials will be needed? What will assessment look like? This initial analysis of the standard is an essential step in developing curricular units and lesson plans.

Two school teams decided to focus on a writing standard because they felt that all students would benefit from improved writing instruction, and writing cuts across the curriculum. One school team chose to focus on a vocabulary standard. The

following example shows how one school worked with the Curriculum Planner to analyze a writing standard. We asked teachers to analyze the standard in grade-level teams (Appendix B). At this stage, we urged teachers to focus on the concepts, skills, strategies, materials, and assessments that make up the standard, not to think about their students. This step pushed teachers to concentrate on the subject, not what their students could or could not do. Teachers discussed aspects of writing: content, organization, audience, purpose, mechanics, grammar, word choice, and the writer's process. They exchanged the ways they teach writing, such as process writing, graphic organizers, and peer editing. They talked about materials and assessment strategies, such as rubrics and portfolios.

After the grade-level teams had worked through the planner, we met as a whole group for feedback and discussion about how teachers could include language learners in teaching to this standard. The feedback discussion resulted in the realization that curriculum alignment was an additional task for their schools. Although we agreed that our focus would stay on classroom instruction, teachers noticed that in their school, work needed to be done within and across grades on which aspects of writing should be emphasized where and when.

In discussing language learners, the conversation changed from an analysis of writing and curriculum alignment to a discussion of students' needs. Teachers mentioned the need for language learners to have examples of good writing, choice in writing topics, and much practice. Teachers exchanged ideas about peer editing and process writing, discussed the influence of the first language and culture on writing, and asked for advice about managing portfolios and grading.

The strength of the Curriculum Planner is that it provides a road map for standards analysis. With practice, teachers can use it individually, in grade-level teams, and across content areas. It is a starting point that could lead to curriculum alignment, lesson planning, or both. Once a standard is unpacked, teachers can align curriculum or consider instructional approaches that support language learners. As a result of our work with the planner, teachers were poised to begin to design lessons that are explicitly aligned with standards and appropriate for language learners.

This is not to say that the process is without difficulty. All teachers had problems analyzing a standard: differentiating concepts from skills, activities from strategies. Linking assessment to the standard was difficult, and examining the standard without talking about specific students was challenging. All teachers had difficulty adapting instruction for language learners. However, these difficulties illuminated gaps in understanding curriculum, instruction, assessment, standards, and language learners that could be discussed within the group.

The Curriculum Planner provided the basis for a process that all teachers could use with minimal practice. In the final feedback for the year, teachers' comments reflected their overall satisfaction with the standards analysis process both as a way to understand a particular standard and a way to begin to think about instruction for language learners. One project teacher wrote, "I am not as overwhelmed when I look at a standard anymore." Another teacher wrote, "The Curriculum Planner helped communication between grade levels." In an informal conversation, one commented that the curriculum planner provided a structure for "unpacking the standard" and "beginning the process of adapting instruction for language learners."

Student Work

The second teacher-centered strategy emerged from our analysis of Year 1 work with project teachers. During the professional development sessions, teachers sometimes talked about their classroom practice in ways that were inconsistent with what we had observed during the classroom visits. For example, one teacher mentioned various kinds of writing that her students do, but we did not see evidence of any student writing in her class. We realized that we needed a nonthreatening way for teachers to be accountable for claims about instruction. We wanted teachers to talk about students based on evidence of their work, and we wanted teachers to learn from one another. Finally, we wanted to begin to build evidence of what standards implementation looks like.

To address these objectives, we adapted Seidel's (1998a, 1998b) Collaborative Assessment Protocol (see Appendix C). Based at Project Zero, Harvard University, Seidel developed a protocol that guides teachers in examining and discussing student work in a nonjudgmental, structured conversation. We added aspects of standards and language learners to his approach in the hope that teachers would gain a deeper understanding of what standards implementation looks like with linguistically and culturally diverse learners. And, like Seidel, we hoped that teachers would reach a deeper appreciation and understanding of the serious effort and intent that students bring to their work; that they would see that student work reveals something about them and their learning environment; that they would reflect on ways to improve teaching and learning for groups of students as well as individual students; and that they would benefit from hearing their colleagues' views of the same work.

Seidel's collaborative assessment protocol is designed to facilitate a structured conversation in small groups: 5–15 teachers, administrators, or other interested adults. One person is designated a facilitator to guide the group through the conversation. The presenting teacher, who brings the student work, listens during the first stages of the conversation. This arrangement allows the presenting teacher to listen to colleagues' perspectives on the work before he or she identifies the student and contextualizes the assignment for the group.

In a structured conversation during the third teacher meeting in one school, Deborah Romeo, a 7th-grade ESL and English language arts teacher, brought student work to the group (Appendix D), and LAB staff facilitated. The structured conversation began with Romeo distributing copies of the student work to the group. Everyone read or observed the work in silence. The facilitator asked the group to describe any aspect of the work that they chose and reminded teachers that judgments about quality and comments about taste, such as *I like* or *I don't like*, would be discouraged. She added that if judgments occurred, she would ask the speaker to name the evidence on which the judgment was based. Teachers' initial descriptions focused on grammar and mechanics: grammatical errors, missing verb and noun endings, spelling errors. Additional descriptions focused on content: description of rain forest, definition of reforestation and concern, persuasive techniques, and supporting details. Evaluative statements and inferences, such as "good paragraph structure" or "this student knows a lot about the rainforest," were sprinkled among the teachers' descriptions and kept the facilitator's job challenging.

The next step was raising questions. Group members asked questions about the student, the context, the assignment, and the curriculum, and the facilitator

reminded them that this was an appropriate time to raise questions about standards and the education of language learners. Teachers' questions included

- What was the assignment?
- Had there been prior grammar lessons?
- Was this the first draft?
- Was this a language or science assignment?
- Had the student spell checked?
- Was the writer following a format?
- Was the writer bilingual?
- Was the writer a special education student?
- To what president had the letter been written?
- What was the objective of the lesson?
- Was this a cross-curriculum assignment?
- Was another teacher involved?
- How was this piece assessed?
- What standard was being addressed?

As teachers brainstormed questions, Romeo took notes but did not respond. The facilitator recorded the questions on chart paper and reminded the group that they might not get answers to all the questions, that what was important was noticing the questions and issues that were raised.

During the next step, group members speculated about the work. They discussed what they thought the student was working on or what standard the student might be addressing. This step is frequently creative and playful as group members offer ideas that stimulate new ones. Teachers' speculations included writing a letter, learning to persuade, doing a science assignment, or creating a political action campaign.

After listening and noting group members' descriptions, questions, and speculations, Romeo added her perspective on each of the previous steps. She told the group that it was fascinating to hear their comments about her student's work; they made her wonder how to teach students to find their own grammatical errors. She said the assignment came from a science, not an English class and that it was written at the end of a 6-week unit on the rain forest. The students had seen films, read a biography of Chico Mendes, and made physical maps of South America. The writer was a 7th-grade, recently mainstreamed English language learner. This was a first draft, and Romeo had not corrected it. She detailed the process she used with her students, her assessment strategies, and the standard toward which she was working. In addition, she responded to many of the teachers' questions from the previous steps of the structured conversation. The power of this 1-hour discussion was that issues that the teachers themselves raised, such as writing strategies, assessment, and language learners, were grounded in actual student work.

We noticed a number of results from the structured conversation. First, looking collaboratively at student work is a powerful way of keeping teachers honest and focused on students, teaching, and learning. Once the structured conversation began,

we found that it rarely shifted away from student work. Moreover, the collaborative nature of the process is important; all teachers agreed that it was instructive to listen to what colleagues had to say about their students' work. In addition, this protocol has ways of influencing classroom practice. The quality of teaching assignments changed as a result of teachers bringing student work to the group. For example, it became obvious that a teacher could not bring student work to the group if students were only doing work sheets. Many teachers began to prepare handouts for students explaining the assignment (see Appendix D). Thus, teachers were not only exploring student work, they were collecting new lesson ideas. Finally, like the curriculum planner, the structured conversation is a process that teachers can do with or without an outside consultant in a number of settings.

The structured conversation can be challenging for teachers initially. First, the descriptive stage of the conversation poses difficulty. It takes discipline and concentration to describe because teachers are accustomed to evaluating student work. The protocol demands that evaluative statements be backed by evidence, an important skill to learn. As the school year progressed, we watched as teachers produced increasingly rich descriptions of student work. They began to see more than grammatical errors and vocabulary problems in language learners' work; they began to see complex thoughts, sentence and paragraph organization, and creativity in the work.

The role of the presenting teacher is another challenge. In other forums where teachers present language learners' work, they usually begin by talking about the student and assignment. Often, the presenting teacher expresses assumptions that bias the group. In this protocol, the presenting teacher listens for the first half of the structured conversation. Despite the fact that in the final feedback many teachers remarked on the value of listening first to others' perspectives, it was difficult for presenting teachers to remain silent and focused on what the group had to say.

A collaborative examination of student work is a powerful teacher-centered professional development strategy. Teachers' comments, such as "Seeing what other students are doing helps validate what I am doing," "I think this [student work] is valuable because it makes the curriculum visual," and "This has been the most useful for me; student work provides a concrete forum to share ideas," indicate the value of the approach. Despite the challenges, structured conversations focused on student work ground teacher conversations in teaching, learning, and the search for evidence. And they put pressure on teachers to design their assignments so they can stand up to peer scrutiny.

Peer Visitation

Like student work, peer visitation emerged as a useful strategy as a result of analysis of Year 1 work. Project teachers consistently commented on the benefits of our classroom visits. We used details from these visits in the professional development sessions, and project teachers talked about how classroom visits assisted them in reflecting on classroom practice. By midyear, we began talking about peer visitation possibilities.

Peer visitation was put in place during Year 2 of the project (Peyton & Adger, 1998). We conferred with project teachers who had experience with peer visitation and collaboratively developed a program. We agreed that peer visitation assumes that teachers have much to learn from each other. The purpose of peer visitation within

the context of this project is to gain experience with a teacher-centered professional development strategy; to reflect on and discuss standards-based instructional practices that are appropriate for language learners; and to provide collegial support that is focused on classroom instruction and standards implementation.

Peer visitation was optional for project teachers, but a prerequisite was attendance at a Saturday orientation. Twenty-three teachers attended the meeting and subsequently took part in the peer visitation opportunity. During the Saturday meeting, we explored the purposes and benefits of peer visitations, practiced observation strategies using videotaped classroom footage, role-played giving/receiving collegial feedback, and discussed guidelines (see Appendixes E and F). Teachers selected another project teacher to visit. Visits occurred between March 1 and May 5, 1998, and Title I paid for half-day substitutes.

Although there were some problems in scheduling visits and securing substitutes, teachers' peer visitation experiences ranged from good to outstanding: "This is the best professional development opportunity that I have experienced." Teachers commented on the usefulness of seeing colleagues in action and noted that professional relationships strengthened as a result of this experience. In one school-based team meeting in particular, teachers sustained an animated discussion about peer visitation experiences. One teacher reported that she had never been to another school when it was in session and that seeing what happened elsewhere was valuable. Another said she saw a teacher adapt a familiar vocabulary strategy that she too would try. Even teachers who did not participate in the peer visitation became involved in the discussion.

DISTINGUISHING FEATURES

This project is distinguished by the professional development strategies themselves, the context within which these strategies occur, and the relationships that sustain them. These features are applicable to other teacher education situations.

Professional Development Strategies

Current thinking on professional development that supports education reform favors approaches that are

- grounded in school reality;
- designed and directed with teacher input;
- coherent, long range, and sustained;
- site based;
- characterized by an articulated vision for students; and
- supportive of both individual and institutional growth.

These approaches have shown promising results (Darling-Hammond, 1997; Lewis, 1997; Little, 1993; Renyi, 1996). Although an understanding of effective professional development is evolving, traditional modes still prevail in schools (Clair, 1998; Novick, 1996).

This project takes a social-constructivist stance toward professional development. Social-constructivist professional development views teacher knowledge and expertise as essential to solving educational problems. It requires that teachers view

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their knowledge and that of their colleagues as valid, and it places teachers as responsible partners in any professional development process. Social constructivism is in direct opposition to traditional professional development offerings that consist of short-term sessions where "experts" essentially tell teachers what to do. In this project, we put the theory of social constructivism into practice.

Teacher-Centered Professional Development

The cornerstone of the work is guiding teachers toward a professional development process that is based on teacher knowledge and is ultimately independent of outsiders. Standards implementation with language learners is a problem-solving venture (Clair, Adger, Short, & Millen, 1998), and teachers must have strategies for their work that are grounded in teaching and learning, inclusive of teachers' knowledge and experience, and independently usable.

Standards alignment, student work, and peer visitation are all such strategies. Using these strategies in a social-constructivist approach, teachers began to see concretely that their knowledge and that of the group was valid and that, within the group, they could create professional development opportunities that are responsive to their needs and those of their students.

With practice, teachers gained confidence with the structures and purposes of the strategies, which led to independent use. For example, we learned that during Year 2 of the project, teachers were using the curriculum planner to align standards with instruction in settings outside of the group. At least two teachers introduced the planner during common planning time. Another teacher made copies for himself so that he could unpack as many standards as possible. He told us that the curriculum planner helps him decide what aspect of the standard he should teach. After two sessions with the student work protocol, teachers were managing the structured conversation without us. Finally, peer visitation from the start was independent of us. Aside from the session in which we introduced peer visitation and ways to explore collegial feedback, the teachers visited one anothers' classrooms independently. We learned that one school was seeking funds to continue peer visitation the following year.

Emergent, Reciprocal, and Flexible Professional Development

Social-constructivist professional development is by definition emergent, reciprocal, and flexible. In this project, all group members, including LAB staff, are collaborators, learners, and creators. Although the school-based teams were working toward the same goal (standards implementation with language learners) and using the same strategies (standards alignment, student work, and peer visitation), their meetings were distinctly different. School teams chose to focus on different standards: Two groups focused on a writing standard, and one group focused on a vocabulary standard. Moreover, school teams used the standards alignment process differently. One school team decided to start the process by segregating bilingual, ESL, and mainstream teachers, whereas another school team began the process in grade-level teams. School teams decided when and how the student work protocol would be used and who would facilitate. Finally, peer visitation took on a life of its own once the schedule was set; teachers negotiated meeting times, added new visitations, and canceled sessions if necessary.

Use of Evidence in Professional Development Strategies

Evidence is explicit in two of the professional development strategies: examining student work and visiting peers. During the description phase of the student work protocol, the facilitator asks for evidence if judgments are made. This sets the tone for the rest of the structured conversation. Moreover, we found that outside of the structured conversation, teachers spontaneously began to ask each other for evidence to back their statements. During peer visitation, the visiting teacher takes notes and refers to this evidence in feedback sessions.

Time to Develop

Teachers do not learn to take a social-constructivist stance to professional development overnight, given the previous professional development and preservice teacher education experiences that most teachers have had (Howey & Zimpher, 1989; Novick, 1996). In addition to the challenge of moving toward more teacher-centered professional development, the complex content of this project requires sustained time. It pushes teachers to explore attitudes about language, culture, and race that are relevant to teaching and learning (Clair, Adger, Short, & Millen, 1998). The ideas, issues, and questions that are raised when teachers seriously explore schooling for language learners reveal that there are no formulas or simple solutions.

The number of contact hours in this project exceeds traditional professional development structures, which are characterized by short-term experiences. First-year project teachers (1996–1997) participated in 48 hours of professional development with additional time to discuss classroom visits with us. Second-year participants (1997–1998) participated in 16 hours of professional development, with additional time for classroom visits by us and peer observations. Those teachers who participated both years experienced approximately 65 professional development hours and additional time with us. Many teachers used other opportunities to lead, negotiate, and plan with us willingly by phone and e-mail, and in other meetings.

Context and Relationships

Professional development is situated within the community, school, and classroom context, and it is influenced by the relationships among the participants. Although relationships are fundamental to the success of a process, they are frequently ignored or underestimated. Discussing the education of language learners—a subject that ultimately illuminates attitudes about language, race, and culture—takes professional relationships. In this project, we took relationships among people and ideas seriously.

Relationships Among ESL, Bilingual, and Mainstream Teachers

The numbers of linguistically and culturally diverse students in U.S. public schools is on the rise. Bringing ESL, bilingual, and mainstream teachers together seems like an obvious step toward enhanced schooling opportunities for language learners. However, the power of traditional school structures prevents many teachers from developing professional relationships (Clair, Adger, Short, & Millen, 1998). Teachers are often segregated by grade level or content area, and complicated schedules preclude teachers from talking with each other.

This project deliberately brought ESL, bilingual, and mainstream teachers

together to learn together about standards, classroom practice, and the educational needs and strengths of language learners. During the professional development sessions, the school-based separation of the ESL, bilingual, and mainstream teachers seemed to decrease. Teachers began to ask each other questions regarding the cultural mismatch between school and home, and to resolve cross-cultural incidents between Latino and European American students. Questions like these regarding language and culture can only be asked if there is a respectful professional relationship.

Relationships Between the Mainstream and ESL/Bilingual Curricula and Instruction

As professional relationships developed among ESL, bilingual, and mainstream teachers, they began to ask each other for assistance and to serve as cultural informants. In addition, the professional development strategies grounded the discussions in curriculum, instruction, and students. Working through the curriculum planner in heterogenous groups of teachers helped them see the relationships (or lack thereof) among the ESL, bilingual, and mainstream curricula. Examining student work helped these teachers look for relationships among the instructional strategies and the abilities of their students. And peer visitation allowed teachers to see their students in other settings. Throughout the professional development meetings, teachers commented frequently on new realizations about the ESL, bilingual, and mainstream curricula and instruction.

Relationships Between Insiders and Outsiders

Working toward a common goal required building relationships among educators with different levels of responsibility. Together, insiders (school participants) and outsiders (LAB staff) worked to understand contextual considerations and establish a perspective for standards implementation with language learners. Building and maintaining relationships is critical to the ongoing partnership between the LAB and the district.

Interaction in the school visits and the professional development sessions was essential to building and maintaining relationships. We approached both venues as collaborators, not experts. This meant that in addition to the professional development sessions, we spent time in classrooms and in the schools, talking, listening, and observing teachers, students, and administrators. Over the course of the project, participants began to see that we were serious about understanding the teaching and learning context, that we respected teachers' knowledge and experience, and that we did not have all the answers. Together we began to understand that standards implementation with language learners is a problem-solving endeavor that takes collective expertise and professional relationships.

PRACTICAL IDEAS

Practicing the professional development strategies, shifting toward a more social-constructivist approach to professional development, and building and maintaining relationships are all long-term, ongoing processes that require significant investments of time. We offer recommendations to teachers, administrators, and staff developers

who may want to adapt to their setting the teacher-centered professional development strategies described here.

Work Through Standards Alignment Process

When we introduced the standards alignment process, project teachers were generally familiar with standards. Through discussions of the standards movement in both the national and local context, project teachers (for the most part) understood that a standard was a learning goal. We introduced the curriculum planner in a whole-group arrangement working through each step together. This allowed teachers to raise questions, exchange ideas, and apply their collective knowledge. Once teachers had been through the process as a group, school-based teams decided for themselves how to use the standards alignment process.

As in any learning situation, we recommend that project teachers build upon what they know in working through the standards alignment process. We encouraged teachers to start with familiar teaching practices. The initial step was for teachers to analyze how these practices may align with standards and how they can be adapted for language learners.

Follow Student Work Protocol

We introduced the student work protocol by modeling the structured conversation. We brought student work and played the roles of presenting teacher and facilitator. After the first structured conversation, we provided time for teachers to discuss the process. Many asked why the presenting teacher was silent for so long, not fully understanding how the presenting teachers' comments influence what we see in the student work. Deepening understanding of the structured conversation demands that the facilitator guide the group firmly. It is very easy to slip into more traditional ways of looking at student work.

We also learned that some groups were ready sooner than others to handle the structured conversation independently. One school-based team had teachers who enthusiastically volunteered to be the facilitator and presenting teacher. Project teachers at another school were reluctant to volunteer. We recommend that school teams get comfortable with the structured conversation at their own pace. What is important initially is staying within the structure of the protocol so that participants learn the steps.

Finally, we recommend that the questions that arise from the group during the structured conversation be written on chart paper as opposed to the green board. Keeping chart paper allows for subsequent analysis of the evolution of the group's questions.

Encourage Peer Visitation

As previously noted, peer visitation emerged out of some project teachers' desire to visit colleagues in their classrooms. Responding to emergent need is fundamental to teacher-centered professional development, but that meant that participating teachers had only one opportunity to visit a peer. Our goal was to provide a taste of what peer visitation is like, but project teachers would have benefitted from more than one visit. We recommend starting the peer visitation earlier in the school year so teachers can have more than one opportunity to visit or be visited.

CONCLUSION

Teacher-centered professional development strategies are based in teachers' collective knowledge and experience. They incorporate evidence and reflection, and they can be used independently. The ultimate goal of teacher-centered professional development is for teachers to take ownership of the professional development process. With standards implementation and language learners as the focus, we used the three strategies described here with ESL, bilingual, and content teachers.

Year 1 of the project brought teachers together to begin an exploration of standards implementation with language learners, to build foundational knowledge and relationships, and to establish a critical perspective for the work. The result was a discovery process in which project teachers began to reveal their beliefs and practices regarding language learners and standards. Year 2 continued the exploration and added opportunities for teachers to be more active in the design and delivery of professional development. The result was increased confidence of teachers regarding standards and language learners, with many teachers participating in the professional development planning process in their school.

The project continued for one more year. During the following school year, teachers continued the exploration of standards implementation with language learners through the teacher-centered professional development strategies. We expected that the groups would be more independent than the previous year. We were there to support the teachers, but the work was theirs.

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CONTRIBUTORS

Nancy Clair is a research associate at the Center for Resource Management (CRM) in South Hampton, New Hampshire. Carolyn Temple Adger is a program associate at the Center for Applied Linguistics (CAL) in Washington, DC. Both CRM and CAL are partner organizations of the Northeast and Islands Regional Educational Laboratory at Brown University.

APPENDIX A: SELECTED READINGS

Standards

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APPENDIX B: CURRICULUM PLANNER—MIDDLE SCHOOL TEAM

Curriculum Planner

Standard(s)/Proficiency

Students will write compositions with a clear focus, developing the composition with logically related ideas and adequate supporting detail.

Concepts/Skills to Be Learned

- topic sentence, concluding sentence, main idea, theme
- supporting details
- paragraph and composition structure (North American style)
- organizational skills and sequencing
- audience
- mechanics, conventions, vocabulary
- editing—own and peer
- writing process
- graphic organizers
- brainstorming—individual, small and large group
- cooperation and working together

Activity/Strategies/Instruction

- use of graphic organizers, templates
- daily writing/all kinds/journals/question du jour
- peer conferencing/peer editing/sharing of ideas
- content checks—for accuracy
- outlining
- read aloud another's paragraph
- vocabulary development—context clues
- develop rubrics

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- writing process—brainstorm, draft, conference, revise, present
- writing and finding relevant information

Materials/Resources

- journals—question du jour
- research materials (I-search)
- books—develop vocabulary and sentence structure
- models—authentic and other students work
- computers
- editing checklist

Assessment

- final product
- portfolios
- rubrics
- student self-assessment

APPENDIX C: STUDENT WORK PROTOCOL

Collaborative Assessment: Understanding Standards Implementation Through a Careful Look at Student Work*

The purpose of this practice is to provide opportunities for teachers to examine and discuss student work in a nonjudgmental, structured conversation. Through these conversations, we hope to gain a deeper understanding of what standards implementation looks like with diverse students. In addition, we hope to

- reach deeper appreciation and understanding of the serious effort and intent students bring to their work
- see that student work is a reflection of the child and the learning environment s/he is working in
- reflect on ways to improve teaching and learning for groups of students as well as individual students
- benefit from the various perspectives and expertise of colleagues

The structure of this practice is designed to facilitate the discussion of student work in small groups (5–15 teachers, administrators, other interested adults).

- One person is designated a *facilitator* and guides the group between the phases of the conference.
- The presenting teacher (who has brought the work) is asked to make no comments about the work, the child, or the assignment before or during the first steps of the conference. This is an opportunity for the presenting teacher to listen to what people wonder about the work.

* Adapted from Seidel (1998a, 1998b).

1. Getting started: The conference begins with everyone looking at the student work. The presenting teacher hands out copies of the work. At this point, the presenting teacher says nothing about the work, its context, or the student. The participants read or observe the work in silence (taking notes if they wish).
2. Describing the work: The facilitator asks, "What do you see?" The group describes any aspect of the work that they note. Judgments about quality and comments about taste (*I like . . . , I don't like . . .*) are unnecessary. If judgments emerge, the facilitator asks the speaker to describe the evidence on which the judgment is based. The focus of these comments is simply to describe what is there.
3. Raising questions: The facilitator asks, "What questions does this work raise for you?" Group members ask any questions about the work, the student, the circumstances, the assignment, the curriculum. (This could be a powerful time to ask questions regarding standards and language learners.) The presenting teacher makes notes but does not respond. The facilitator notes the questions on chart paper. The group is reminded that they may not get answers to all their questions. What is important is to notice the issues and questions that are raised.
4. Speculating about the work: The facilitator asks, "What do you think this student is working on? What standard?" Participants offer their ideas.
5. Hearing from the presenting teacher: Having listened since the beginning of the conference, the presenting teacher now adds her perspective on each of the previous phases of the conference: description, questions raised, and speculations. Often the presenting teacher has relevant information to share with the group. The participating teacher offers comments on any unexpected things that she learned.
6. Discussing implications for standards implementation (teaching and learning) with language learners: The group and the presenting teacher discuss their thoughts about their own teaching and learning and the ways to support students.
7. Final reflection: The facilitator asks the group to reflect on additional thoughts. The facilitator asks for a volunteer to bring student work to the next teacher meeting.

APPENDIX D: ASSIGNMENT AND STUDENT WORK

Assignment

Name_____ Date_____

Writing Assignment: Chico Mendes

As you know, Chico Mendes spent much of his life fighting for the preservation of the Amazon rain forest. In the book *Chico Mendes: Fight for the Forest*, we learned that Chico wrote a letter to the president of Brazil. Unfortunately we don't have a copy of the actual letter that Chico wrote.

Your assignment is to pretend that you are Chico Mendes writing a letter to the president. In your letter, you should respectfully explain your views about the rain forest and its preservation. At the same time, you must persuade the president that the rain forest is worth saving.

The focused correction areas for the assignment are outlined below:

TYPE III*

FCAs

5 vocabulary words properly used (circled)	30 points
3 paragraphs	
2 details in each paragraph underlined	60 points
spellcheck on the computer	10 points

* Type III writing is part of the JohnCollins writing program. Type III assignments have sufficient content and contain up to three focused correction areas (FCAs). Type III writers create drafts, read them aloud, and proofread for readability, assignment completion, and specific FCAs. An FCA is a focused correction area that is part of the John Collins writing program.

Before you begin writing, we will work together to decide the major ideas which should be covered in your letter. Look at the diagram below. What do you think should go in the empty bubbles. Each bubble represents one paragraph of your paper. You can use all of your notes and your Type I and Type II writing assignments to help you.

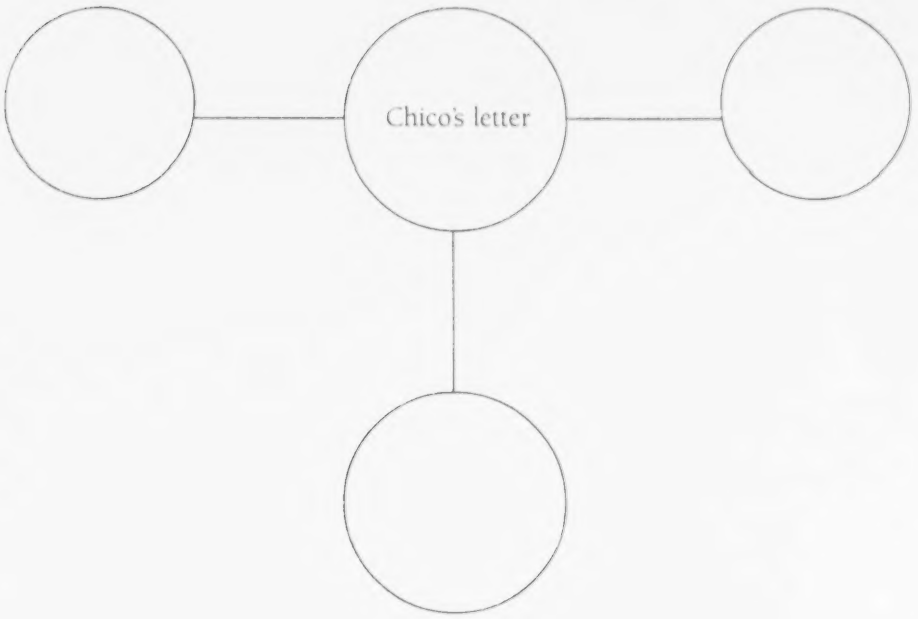
Student Work

Dear Mr. President,

I want to preseve the rain forest because I don't want the rain forest to destroy. The rain forest is important to me necause there are different species of animals, plants and insects. I like the climate in the rain forest because it is different then other place and their temperature in the rain forst is 86 degree with 12 hours direct sun, and humid.

I don't want many different species of animals and plants would not survive the construction of a highway and cattle ranches. The deforestation and the governmnet want to extract the tree and we tried to protect them. One way to savethe rain forest is let the rubber tapper keep wroking and extract latex in the tree.

Sincerely,
Chico Mendes



APPENDIX E: GUIDELINES FOR PEER VISITATION

Converse with your peer teacher before the visit on the context of the lesson you will see. Consider questions like the following:

Context

- What is the teacher planning to do in the lesson?
- Who are the students?
- What grade and subject will be observed?
- Which standard(s) will be addressed? What are the language and content objectives?
- Where does this lesson fit into the curriculum? Is it a stand-alone lesson? Part of a thematic unit? Part of a series of standards-based lessons?
- What materials will be used in the lesson?
- Is there anything the peer teacher would like the visitor to look for? Focus on?
- What are your goals as a peer visitor?

During the Visit

According to your preference, you might take notes during the visit using the following questions as a guide. Or you might use the form attached (Appendix H).

Classroom Setting

- What does the classroom look like? Sketch or describe the desk arrangements, the materials on the walls, the supplemental resources (e.g., trade books, maps, TV/VCR).

Purpose

- How does the purpose of the lesson relate to standards?
- How are students informed of the goal or objective(s) of the lesson?

Instructional Strategies

- What strategies are used to introduce students to the lesson topics and tasks?
- What strategies are used to present new information to students?
- What strategies are used to develop the language skills of language learners?
- What strategies are used to help students practice and apply the new lesson information?
- What strategies are used to assess student learning?
- How do these strategies relate to standards?
- How do these strategies relate to the learning needs of the students

Supporting English Language Development

- Describe the interaction that occurs in class and its purpose (e.g., to present content information, to promote discipline, to organize activities, or to manage the class)
  - between teacher and students
  - between students and students
- Describe the type of talk that occurs during the lesson. Note who talks. Does the talk build on others' comments? Does the talk invite extended dialogue?
- What language skills (listening, speaking, reading, writing) does the lesson focus on?
- How does the teacher support the development of the skill(s)?
- Is the language skill focus tied to the standards?

Closure

- How does the teacher bring closure to the lesson?
- How does the teacher assess student learning? Is the assessment related to standards?

After the Visit

Arrange to meet with the peer teacher to discuss the lesson. Use your visitation notes as data to provide details and clarify the lesson.

Peer Reflection and Discussion

- Ask the peer teacher to comment on the lesson. Ask any questions about the lesson activities that have as a result of your visit.
- Describe the strengths that you observed in your visit.
- Discuss the relation of the lesson to standards.
- Discuss the activities that helped support the language development of language learners.
- Provide feedback on any factor the peer teacher asked you to focus on.
- Talk about what the visit meant to you as you reflect on your classroom practice.

APPENDIX F: PEER VISITATION INSTRUMENT

Teacher: Grade:
Course: Date:

Student Population (No. and type: ESL, bilingual, native English speakers, former ESL/bilingual)

Lesson Topic:

Lesson Objectives:

Classroom physical environment (sketch or describe: desk arrangements, bulletin boards, wall decorations, equipment, supplemental materials)

Lesson Delivery (describe the types of activities and interactions that take place, purposes of activities, behaviors of students)

Activity:

Activity:

Activity:

Activity:

Materials used and for what purpose:

Language(s) used (by whom and for what purpose)

Language skills practiced by students and how:

CHAPTER 4

Developing Professionals: Interwoven Visions and Partnerships

Dorit Kaufman

INTRODUCTION

The TESOL teacher education program at the State University of New York (SUNY) at Stony Brook has engaged its teacher learners in interdisciplinary exploration and collaboration to better prepare them for content-based instruction and, simultaneously, to raise awareness among mainstream teachers and teacher learners about pedagogy in linguistically and culturally diverse settings. Partnerships have been established within and across disciplinary boundaries and across educational sites on and off campus to augment fieldwork opportunities in authentic educational contexts, enhance interdisciplinary perspectives, and advance collaboration among pre- and in-service teachers within and across disciplines to nurture professional growth.

The thrust for the integration of disciplines has gained momentum in recent years among language educators who advocate embedding language learning in content-rich domains (Brinton, Snow, & Wesche, 1989; Cantoni-Harvey, 1987; Chamot & O'Malley, 1987; Crandall, 1993; Mohan, 1986; Short, 1993; Snow & Brinton, 1997; Snow, Met, & Genesee, 1989) and contemporaneously among educators in other disciplines who endorse language and literacy development within disciplinary content (AAAS, 1989; NCTM, 1989). However, changes that include such endeavors have been slow to occur in educational settings, in part because of existing organizational and academic structures that are characterized by a sharp demarcation between the disciplines (National Research Council, 1996) and in part because the beliefs and pedagogical practices of educational personnel whose prior educational experiences have not included interdisciplinary approaches are resistant to change (Guskey, 1986; Hollingsworth, 1989; Johnson, 1992; Richardson, 1990). In addition, collaborative practices among pre- and in-service teachers within and, especially, across programs have been scarce.

Several underlying determinants have driven the changes that have been implemented in recent years and have been pivotal to the professional development of teacher learners in the program. First, the growing ethnolinguistic diversity in the educational landscape combined with higher state and national standards have underscored the changing and vital role of second language (L2) educators both within and beyond the classroom and have challenged L2 teacher preparation programs to prepare professionals to assume central roles in enhancing cross-cultural

awareness and developing integrated curriculum with colleagues across the disciplines. Furthermore, the development of such curricula requires understanding of how language and disciplinary concepts are acquired and calls for collaboration of expertise among language educators and content area professionals. In addition, preservice teachers are more likely to reformulate prior educational beliefs and practices when they experience the dynamics of socially constructed knowledge with individuals whose disciplinary expertise and perspective differ from their own. Finally, expert-novice collaboration among preservice teachers who are at different levels of preparation and among preservice and practicing teachers within and across the disciplines opens doors into real classrooms, unravels professional practices, offers insight into diverse disciplinary perspectives, and increases teacher learners' understanding of the sociocultural dynamics of schools and communities.

The interdisciplinary collaborative initiatives at SUNY Stony Brook have involved the TESOL, science, and social studies teacher education programs. The transformation of the courses participating in this partnership has been inspired and driven by ongoing monitoring, assessment, and reflection, as well as by the initiative, flexibility, and vision of teacher learners and teacher educators across the three teacher preparation programs. The program offers teacher learners immersion opportunities in multiple interdisciplinary contexts and in authentic classroom settings to create communities of emerging professionals who, through research, construct knowledge about learning and teaching and who reflect on their growth as they forge their professional paths. The goals that undergird activities in the teacher education program described in this chapter include

- reflection: searching inwards for one's own unique images, ideas, and qualities;
- partnership: looking outwards to one's peers within and across disciplines and to one's community;
- research: investigating the art and science of teaching; and
- vision: conceptualizing one's own goals as a professional.

CONTEXT

SUNY Stony Brook is located on Long Island, 60 miles east of Manhattan. It is a large university with more than 17,000 students and more than 100 undergraduate and graduate degree programs. The university embraces a university-wide approach to teacher education. Teacher preparation programs are located in their respective academic departments, where teacher learners complete the requirements for the departmental major in addition to their teacher certification requirements. Such an approach provides graduates of the teacher preparation programs with the intellectual rigor of an academic major as well as a professional credential that qualifies them to teach in New York State and in many other states in the United States. The various programs are coordinated by a central educational unit—the Center for Excellence and Innovation in Education—and are monitored by a teacher education committee and a teacher advisory council consisting of university faculty and representatives from public school districts.

Each of the teacher preparation programs that participates in the collaborative endeavor—TESOL, social studies, and science—is situated within a separate institu-

tional entity. The TESOL teacher preparation program is located in the Department of Linguistics, and the social studies teacher preparation program is based in the Social Sciences Interdisciplinary Department. Both departments are located in the College of Arts and Sciences. The science teacher preparation program is coordinated by a science education center, which is located in the College of Engineering and Applied Sciences. Science teacher learners take their disciplinary requirements for the major in different departments that include biology, chemistry, earth and space, and physics, and their education courses are offered through the science teacher education center. In any given semester, there are approximately 50 undergraduate and graduate teacher learners who take courses in pedagogy, in each of the disciplines, with approximately 12–25 more teacher learners who student-teach in schools with cooperating teachers. Clinical placements for student teaching are available in local school districts that draw students from a wide range of educational, socioeconomic, and linguistic backgrounds. Many of the schools have welcomed a variety of innovative and experimental programs in partnership with the university.

The Department of Linguistics offers a TESOL teacher certification track at the undergraduate level for students majoring in linguistics. At the graduate level, the department offers a PhD in linguistics and a master of arts in TESOL, with a teacher certification track. The undergraduate and graduate teacher certification tracks include course work in linguistics and foundation courses in professional preparation. The latter include extensive fieldwork opportunities for observation and teaching in authentic classroom settings that include the ESL program and the Intensive English Center, both of which are housed in the linguistics department; ESL classes in school districts; and a range of interdisciplinary opportunities that will be described in greater detail in the next section.

The TESOL certification program attracts a diverse group of undergraduate and graduate students whose needs and perspectives often differ quite dramatically. Among the undergraduates are young students who have selected TESOL as their first career and more mature students who have returned to school to fulfill a long-awaited dream of becoming teachers and to embark upon their own professional development. The graduate students' varied disciplinary background includes linguistics, foreign languages, liberal arts, business, law, and accounting. Some students enter the program with no prior ESL teaching experience, or with some informal experience as tutors that has sparked their interest in the profession. Other students have previously taught ESL or EFL, or are certified teachers in other disciplines. Most students are native speakers (NS) of English. However, in recent years, a growing number of NSs of other languages who, as ESL teachers, have aspired to become role models to newcomers from their homelands.

DESCRIPTION

The TESOL teacher education program at SUNY Stony Brook advances experiential and constructivist practices (Duckworth, 1987; Grennon Brooks & Brooks, 1993; Piaget, 1954; Vygotsky, 1962) and immersion in authentic contexts to expand teachers' educational perspectives and to nurture growth in their professional development (Freeman, 1996; Freeman & Richards, 1993; Johnson, 1996; Prabhu, 1996). The program is distinguished from many other L2 teacher education

programs in its paradigms that cross disciplinary boundaries to create learning environments that enhance interdisciplinary collaboration and in its diversified interdisciplinary fieldwork experience on and off campus. These markedly differ from conventional models and practices and are anchored in real-life settings that engage TESOL teacher learners in collaborative endeavors to prepare them to assume more central roles in their respective future educational contexts. The program integrates cross-disciplinary collaborative inquiry among teacher learners and teacher educators from TESOL, science, and social studies who bring to this inquiry strong theoretical knowledge and contrasting disciplinary perspectives and interests. The endeavors described here have evolved over a period of several years and have been driven by the objectives outlined in Figure 1.

The interdisciplinary collaborative component of the teacher education program is designed to develop TESOL professionals who will initiate projects to raise cross-cultural awareness in their schools and communities and who will join colleagues across disciplines in the development of integrated curricula in K–12 educational contexts. The collaborative activities have become an integral part of several undergraduate and graduate courses across the disciplines, as outlined in Table 1. Because all of these courses include fieldwork components on and off campus, the impact of the collaboration has filtered to other disciplines and beyond the university into the classrooms where teacher learners work with teachers in a variety of fieldwork settings in schools and in the community.

The collaborative activities underscore the expertise that ESL professionals bring to educational settings that have become more linguistically and culturally diverse. Such expertise is grounded in the research of second language acquisition (SLA), cross-cultural communication, and pedagogy and is evident in the activities that TESOL preservice teacher learners design for their peers across disciplines. These experiential activities simulate the kaleidoscope of linguistic, cultural, and social communication patterns and are intended to sensitize preservice peers across disciplines and increase their cognizance of the unique needs of students from linguistically diverse backgrounds. Over the years, many of the activities have drawn on the technical expertise and interest among TESOL teacher learners in a variety of fields and on their proficiency in languages that have led to activities in Arabic, Chinese, French, German, Greek, Haitian Creole, Hebrew, Hindi, Italian, Japanese,

- Increase and diversify immersion opportunities in authentic contexts across disciplines
- Create tasks that are relevant to learners' emerging academic and professional needs in each of the disciplines
- Maximize opportunities for socially constructed problem solving and open-ended, learner-generated tasks
- Create expert-novice and peer-support networks and communities of learners within and across disciplines
- Integrate opportunities for reflection, discovery of fresh insights, and new understandings
- Integrate tasks for self-, peer, and project evaluation within and across disciplines

FIGURE 1. Objectives of the Interdisciplinary Collaboration

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TABLE 1. COURSES PARTICIPATING IN THE INTERDISCIPLINARY COLLABORATIVE INITIATIVE

Name of Course	*Discipline*	*Students in Courses*	*Fieldwork Setting*
Student Teaching in TESOL	Linguistics	U/G*	K–12 local schools
Methods and Materials of TESOL II	Linguistics	U/G	K–12 local schools
Student Teaching in Science	Science	U/G	7–12 local schools
Introduction to Science Teaching	Science	U/G	2–12 on campus science lab
Science Instructional Strategies and Techniques	Science	U/G	2–12 on campus science lab
Innovative Techniques in Science Teaching	Science	G In-service	K–12 (practicing teachers)
Student Teaching in Social Studies	Social Studies	G	7–12 local schools
First-year science study groups (AMP)	Science	U/G	UG study groups

*U/G Undergraduate and graduate courses

Korean, Polish, Russian, Turkish, and American Sign Language. The sensitization activities are designed to re-create the ESL experience for teacher learners in other disciplines; to trigger frustration, irritation, and confusion; and, at the same time, to provide support to mitigate these emotions, challenge participants, and model supportive learning environments that can be emulated in classrooms to facilitate the acculturation of ESL students. The activities are initially designed by individuals, pairs, or small groups of TESOL teacher learners and are evaluated, modified, and organized for the interdisciplinary collaborative session by the whole TESOL class. The deliberation centers around the sequence, number, and focus of the activities, and on ways to maximize the active involvement of participants and the overall impact of the total experience.

The first component of the collaboration includes the sensitization activities, written reflections, discussion of the issues, and evaluation of the total experience. Science teacher learners, for example, are asked to consider in writing how their thinking about pedagogy has changed and how the understanding that they gained from the activities will impact their teaching. One science teacher learner wrote, "These activities have made me more sensitive to those who do not speak English well. It put me in a position of not understanding what was going on. . . . I will be more aware of how I conduct my lessons in class. I will use visual effects during lessons. I will explain vocabulary with simple definitions and not assume everyone knows what I am talking about." Another discovered that teaching is "more than just reciting facts and figures" and involves "getting to know the students and making them comfortable in the class so that they will ask questions." A third teacher learner wrote, "This showed me ways to help the ESL students learn more effectively. I will be more patient and alert to the needs of ESL students." A fourth: "I would greatly limit lecturing and use many more visuals and hands-on learning . . . I would also consult with the ESL person at the school." Another added, "It is most uncomfortable to be in a position of not knowing what is going on. It is incumbent upon educators to include everyone and make sure that they are getting the point across." Their

postactivity reflections further underscore their emerging awareness of the impact of visual and tactile modes to enhance learning. They write about their intention to increase the use of diagrams, pictures, models, hands-on activities, displays, labels, signs, and translated materials to promote effective learning and to deal with issues of safety and use of equipment. They discuss the importance of exhibiting a positive attitude, of giving clear directions, of simplifying their lexical choices, and of providing repetition, wait time, and individualized attention to students. Such input from science and social studies peers is carefully considered by TESOL teacher learners, who integrate it into their written description of the sensitization activities and evaluation of the session. These are entered into a database of activities that is available to participating teacher learners across disciplines.

The second component of the collaboration engages interdisciplinary teams of preservice teachers from TESOL and-content area teacher learners in the design of interdisciplinary units called "Bread Bread Everywhere," "Building Structures," and "Cycles," all of which lend themselves to a plethora of foci and perspectives and engage participants in inquiry and preliminary development of integrated curricula. These activities model for teacher learners the constructivist approach, cooperative learning, problem solving, and integrated curriculum design. Small groups of students from science and TESOL preservice courses, for example, collaborated on developing an interdisciplinary unit using "Bread Bread Everywhere" as their point of departure. Each group was given a toaster, balance scales, a magnifying glass, measuring tapes, a knife, and baskets containing assorted bread types (e.g., Italian, French, pumpernickel, wheat, rye, walnut raisin, multigrain, bagels, and challah), some of which was sliced into squares, ovals, circles, and triangles. Development of the units involved research into topics such as the different methods of bread preparation and its use in religious and cultural rituals and as a dietary staple.

Mathematics and science were explored through hands-on activities that included investigation of fractions by cutting and recombining the sliced bread into parts and whole; tessellation of triangles, squares, rectangles, hexagons, and octagons; measurements of diameter and circumference using different types of bread; calculation of the amount of water in bread by comparing the weight before and after toasting; measurement of volume by water displacement, calculation of the density, and testing for starch. Through such activities, teacher learners collaboratively explore ways to advance scientific knowledge and enhance language development, reading and writing skills, acquisition of vocabulary, and integration of appropriate literature. In this interdisciplinary setting, teacher learners experience the intricacies of collaborative integrated curriculum design, and they reflect on this endeavor in their journals:

> Working with the mainstream teachers on the interdisciplinary unit demonstrated that we can focus on the large ideas and break them down into meaningful parts. Working across disciplines teaches students to make connections and to consider multiple perspectives. Students become self-directed exploring the concepts they learn while increasing their exposure to content-related language. (TESOL teacher learner)

The design of the interdisciplinary units is based on an outline that has evolved over the years. (Figure 2 shows its current form.) The same outline also serves as a guide for the development of the interactive exhibits for the on-campus interactive

science laboratory—Discover Lab, which was developed by the Center for Science, Mathematics, and Technology Education—the science education center. The lab presents an exploratory learning environment that is grounded in constructivist approaches to teaching and learning (Kaufman, 1997; Kaufman & Grennon Brooks, 1996) and is organized around interactive exhibits, each including a variety of hands-on, science activities. Each academic year, the activities are designed around central themes, with titles such as "Science in the Shopping Cart"; "A World of Opportunities, What Will You Choose?"; Changes We Make"; "Science Through the Ages: Greatest Hits"; "On the Shoulders of Giants"; "Science at the Sideshow"; and "Under the Sea." Science and TESOL teacher learners design the interactive exhibits in the lab and participate as facilitators for elementary and secondary students who come to the university to explore scientific concepts in this inquiry-based setting.

Teacher educators from the science teaching center play a central role in socializing TESOL teacher learners into scientific inquiry and constructivist-based learning and provide valuable guidance in the design of the interactive exhibits for the science lab. Below is a TESOL teacher learner's journal entry describing a recent orientation session conducted by a science teacher educator:

> He showed us how science is something wonderful and exciting instead of something that we have to be afraid and anxious about (I myself belonged to this category). He conveyed this with two simple hands-on projects . . . the

Hands-on Mathematics, Science, and Social Science Activities
for Language Development

Name of interdisciplinary activity or unit:

_____

Created by:

Goals and Objectives:

Resources and Equipment

Processes and Procedures

Integration and development of mathematical and scientific concepts

Integration and development of the social sciences

Development of language (e.g., reading, writing, speaking, vocabulary enrichment)

Integration and development of multicultural perspectives

Ideas for graphic ways of presenting information (e.g., graphs, charts, pictures, time line)

Ideas for integration of the arts (e.g., poetry, literature, music, drama)

Ideas for integration of technology

Annotated bibliography (Include children's literature, teacher resource books, and other references. Suggest ways for integrating the books proposed)

FIGURE 2. A Model for an Interdisciplinary Activity and Unit Design

> Cartesian Diver and the Whirly Gig. . . . In both of these activities we had to play around and work in groups to figure out the right answers. . . . He made me realize how science is a fun learning experience and how we can learn something scientific and complicated in an easy and exciting way.

The simulation activities and design of interdisciplinary units have laid the groundwork for additional collaborative initiatives with other groups on and off campus and have paved the way for exposure to and immersion in new authentic classroom settings. For example, TESOL teacher learners have recently teamed for similar activities with practicing teachers participating in an in-service course. In addition, in a recently developed outreach initiative, TESOL teacher learners have adapted the sensitization activities for implementation in Grades K–8 and have conducted these activities in local schools to raise cross-cultural awareness among mainstream students and teachers in elementary and junior high schools. All fieldwork settings have fostered expert-novice interaction and collaboration with peers and professional role models across disciplines and have engaged teacher candidates in exploration of effective practices to enhance the development of language and acquisition of disciplinary concepts. Figure 3 illustrates examples of immersion opportunities in interdisciplinary settings on campus and in the community. The interdisciplinary fieldwork contexts have facilitated access to professional and community resources across disciplines, enhanced interdisciplinary collaborative networks, and offered opportunities for observation and teaching.

Although the value of observation for the professional development of preservice teachers has been documented, it has previously focused on within-discipline tasks (Wajnryb, 1992). Observation activities in this program have extended to include tasks that cross disciplinary boundaries. For example, a recently implemented interdisciplinary observation initiative has provided a unique opportunity for TESOL teacher learners to gain insight into content-based instruction and small-group dynamics and has empowered them to reflect on teaching and learning processes and to provide feedback to emerging instructors from other disciplines.

This interdisciplinary initiative has involved TESOL and the Collegiate Science and Technology Entry Program (CSTEP) and Alliance for Minority Participation (AMP) programs. These programs are funded by New York State Education Department to provide support for underrepresented minority and economically disadvantaged college students who are pursuing degrees in science, technology, and health-related fields. The collaboration with TESOL occurs in the context of the study groups that supplement first-year courses in the sciences. Preobservation orientation sessions are built into the syllabus of the Methods and Materials of TESOL II course and are cotaught by the CSTEP-AMP project director and the TESOL teacher educator—a collaboration that models a paradigm of interdisciplinary partnership. These orientation sessions engage teacher learners in collaborative learning environments, problem-solving activities, and development of observation strategies (Kaufman & McConnell, 1997) and include a meeting with the study group facilitators to become acquainted, share syllabi, and coordinate observation schedules.

The observation task is conducted in pairs for peer support and collaboration. Observers document their observations of the cooperative learning process, the challenges that the group encounters and how they are resolved, opportunities for problem solving and exploration, and the use of visual aids to enhance linguistic

On campus

- Discover Lab: an interactive science lab for Grades 2–12
- Collegiate Science and Technology Entry Program (CSTEP), Alliance for Minority Participation (AMP) undergraduate study groups: focus on the sciences
- On-campus museum: programs for K–12 students
- On-campus family workshops: hands-on science activities

Off campus in local school districts

- Mainstream classrooms with in-service mainstream teachers: observation and assistance
- ESL classrooms with teacher learners and ESL teachers: observation and assistance
- ESL and mainstream classrooms: mentoring ESL students
- Community museums: programs for K–12 students
- School ESL family night: hands-on science activities
- K–8 mainstream classes: simulations to raise cross-cultural awareness

FIGURE 3. Immersion in Authentic Interdisciplinary Contexts

modes. Through these observation opportunities, TESOL teacher learners develop their observation skills and gain insight into issues that are unique to lesson planning and implementation in these content area classrooms. At the same time, study-group facilitators receive feedback that is valuable for their own professional development. For each observation session, teacher learners write reflective journals on what they have gleaned from the observation. They explore ways in which the knowledge that they have gained can be implemented into their other fieldwork contexts and reflect on the impact of this activity on their professional growth. For example, one teacher learner wrote: "I learned from the observation that it is much more important for the students to talk than for the teacher. . . . One major aspect that I have learned is not to 'feed' the students the answer." Another student noted: "It was beneficial to see a facilitator take the students' lead while attempting to guide the students toward relevant and meaningful concepts."

Additional fieldwork opportunities (see Figure 3) have exposed teacher learners to constructivist learning environments in which participants, teachers, and students alike engage collaboratively in inquiry and discovery. In these settings, teacher learners have conducted simulations to raise cross-cultural awareness among peers and students in local schools, facilitated learning for elementary and high school students in the interactive science laboratory and in the museums, engaged parents and ESL students with hands-on science activities, and reflected on these activities in their journals:

> The first thing I realized was that I was not there to "teach" but rather to discover along with the students who came to visit. . . . We were there to construct knowledge together. My goal was to help the students start thinking. I wanted to create opportunities for the students to learn. (Teacher learner reflecting on the science lab experience)

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DISTINGUISHING FEATURES

The interdisciplinary orientation combined with the diversity of fieldwork opportunities that have been integrated into the teacher education program have centered around four goals:

1. reflection: searching inward for one's own unique images, ideas, and qualities and rethinking prior assumptions in light of new experiences;
2. partnership: looking outward to one's peers within and across disciplines and to one's community for collaborative endeavors to benefit learners;
3. research: investigating the art and science of teaching to enhance one's professional growth; and
4. vision: conceptualizing one's own goals as a professional.

This section will exemplify how the activities that have been integrated into the program foster each of these goals. Although all four goals intertwine within each of the activities, the focus of discussion in each section will be on the goal under consideration.

Reflection

Reflection is built into all the activities in the program and is fostered through open-ended reflective journals and focused questions that evolve to target the nature of the activities, teacher learners' level of preparation, and their professional needs. Each observation and engagement task invites an analysis of the task, a focused reflection, and an evaluation of its impact on the teacher learner's professional growth. For instance, teacher learners have reflected in their journals on the design of the interactive exhibit for the science lab:

> Creating our own Discover Lab project also was a lot of fun. It allowed us the opportunity to learn how to teach science. we needed to create visual and hands-on experiments in an interesting and fun way. Being ESL teachers (almost) we had to create ways for ESL students to understand the difficult concepts.

Reflective activities are important for the professional development of learners and teachers. Teacher learners' reflective writing provides teacher educators with important insights into the professional strides that teacher learners have made, identifies their emerging needs, and serves as a basis for communication with teacher learners as individuals and for class discussions. At the same time, teacher learners' input opens the way for modifications in the tasks and leads to the evolution of courses. A cumulative reflective journal at the end of the semester invites students to reflect on the totality of their experience, their development as professionals, and the issues that have emerged in the course of the semester. The journals reflect teacher learners' affective as well as cognitive development and attest to their growth as content-based language teachers:

> At the start of the semester, when we learned that we would be working in the Discover Lab and creating a unit where science was to be implemented, I was very worried. I have always loved science, but I never had the confidence in

> myself to think that I could actually teach scientific concepts to students. I felt that I would never produce anything worthwhile. . . . As I got deeper into the investigation of my topic, I lost my fear and began to gain excitement and enthusiasm. I became even more confident when I had my first of three sessions in the actual lab, dealing with the students. I loved it. I was able to see the students learn and draw conclusions based on guidance, but not forced direction from the teachers.

Other issues that teacher learners address in their journals include teaching and learning processes, the changing role of ESL teachers, the benefits and challenges of collaboration with teachers across disciplines, integrated curriculum development, and teachers' involvement beyond the classroom—in schools and in communities. The excerpts that are cited throughout this section demonstrate teacher learners' emerging and developing views on these issues:

> The teaching of language should not be separated from content learning. . . . Extending material across the curriculum demonstrates relationships and establishes learning as a continuing activity, not something that stops when the textbooks are closed.

> There are several aspects that I learned through observation and engagement. I realized how important it is to concentrate on a variety of different teaching ways. . . . I am a strong believer of visual aids, pictures, models, and diagrams to convey meaning. . . . Group work is another aspect that I will stress in my future teaching career. . . . I also learned how important collaboration is between the teachers but also between the teacher and the parents of the students.

Interaction with elementary and secondary students in the science lab has engaged TESOL teacher learners in exploration of scientific concepts and pedagogical considerations. Their reflective journals underscore the impact of this interdisciplinary fieldwork settings on their growing awareness of the value of experiential approaches, hands-on engagement, and integrated curricula:

> Through the Discover Lab . . . I found that students who are first able to gain knowledge through experience are much more likely to talk about it and write about it with ease.

> While observing and working in the Discover Lab with young children, I got inspired about incorporating other subjects as well as teaching science in an ESL classroom. I am not afraid any more to teach science and mathematics.

> My first day at the Discover Lab has marked me forever. Before this experience, I have always kept separate in my mind the field of language teaching and science. This first experience taught me how useful it is when one can manage to integrate scientific concepts and experiments without any restriction to the field of language teaching.

In addition, teacher learners discover the importance and challenge of empowering students to become involved in their own learning:

> One of the principal things I learned was, to allow students to become actively involved in their learning experience by creating activities that require the students to be active participants rather than passive recipients. By

> allowing the students involvement in the learning process, the instructor is demonstrating confidence in the students. Thus the students are empowered and become more independent.
>
> In order to construct their own understanding, students must be empowered by their teachers to ask questions and seek their own answers. This is a challenge to both teachers and student.

Recognition of the benefits of integrated curricula lead students to further reflect on the finer issues of curriculum design and on balancing language and science instruction. The issues with which they wrestle emerge in their journals:

> I had to stop and wonder at times, were they learning language through the content area of science, or science through learning language? My answer to my own questions is that it is, and I feel has to be, both. From the point of view that I am at now, after having spent time in the lab, creating a unit, and watching my own peers create their own units, I feel that in order to be a really good ESL teacher, the boundaries must overlap.

Experiential learning leads teacher learners to reevaluate their prior beliefs and assumptions about the role of ESL teachers and about pedagogy. Their journals attest to an evolution in their perspectives on the profession:

> Naturally, I had to rethink a lot of what I thought teaching was all about. A major thing I learned is that it is often harder to ask meaningful questions than it is to give textbook answers. However, the students really do learn better when they discover the answers for themselves. It's fine to guide students to discovery, but they must make learning happen for themselves.
>
> I have been aware of the need to integrate curriculum in the ESL classroom throughout this semester in this class. Before taking this Methods course, I used to think that the only responsibility of an ESL teacher was to teach language skills. . . . While observing and working in the Discover Lab with young children, I got inspired about incorporating other subjects as well as teaching science in an ESL classroom. I am not afraid any more to teach science and mathematics.

To underscore ongoing learning and continuity in professional growth, TESOL teacher learners' reflective journals provide the basis from which their professional statement emerges and evolves during the final semester of the program. The statement becomes a key component of their professional portfolio and guide to teacher learners that will be described later.

Partnerships

Collaboration and partnerships within and across disciplines is intrinsic to all program activities. In addition to the many activities that are conducted within the class in pairs and small groups for peer support and development, partnerships are fostered with peers across disciplines and with expert teachers (see Figure 4 for a sample of these expert-novice partnership networks).

Partnerships bring together experienced teachers, recent graduates, and teacher learners who are at more advanced stages as mentors to teacher learners who are at the earlier stages of their professional development. This is accomplished through

guest presentations in the methods class, observation in classrooms, the guide for incoming student teachers, and guest presentations by student teachers to provide insight into professional sites and pedagogical issues. For instance, at a recent session of the content-based methods course, student teachers presented projects that they developed and taught in their student teaching sites. These included "The Autobiography as a Pre-cursor to Writing Biographies in Social Studies", "A Curriculum for the Pre-literate and Over-age Student", and "Technology in the Kindergarten Curriculum."

Through their own partnership with peers and work in small groups, teacher learners have learned the value of cooperative learning and partnerships. "Another important realization that I came to was that students learn from each other when they work in small groups to solve a problem."

The collaborative activities with the science and social studies teacher learners have underscored for TESOL teacher learners the importance of collaboration with colleagues in educational settings and its benefits to students:

> It is in the best interest of students that teachers communicate with each other about the special needs of each student. Great projects can be accomplished through the collaboration of others. . . . furthermore, educators can share great materials and project ideas that will enrich their lessons. Collaborating with others through active participation is a great way of establishing a positive reputation to ourselves and profession. Effective collaboration shows commitment and concern to what is going on in the schools.

> Collaborating with mainstream teachers across disciplines is essential to positively affect the ESL student. Creating a setting that encourages active construction of meaning is imperative, and incorporating information and language across disciplines gives students the opportunity to make connections using the language needed to succeed in the mainstream classroom.

Guest presentations and mentoring activities by:

- current teacher learners
- recent graduates who present interdisciplinary units that they developed and taught during their student teaching experience (e.g., planets, recycling, and volcanoes)
- experienced professionals from local educational agencies

Other activities:

- in-service content area teachers serve as mentors and collaborators
- current students teachers write guides for incoming student teachers
- departments collaborate across disciplines: Linguistics, Social Sciences Interdisciplinary, Center for Science, Mathematics and Technology Education (CSMTE), and the Science and Technology program in projects such as Collegiate Science and Technology Entry Program (CSTEP) and Alliance for Minority Participation (AMP)

FIGURE 4. Activities to Enhance Partnerships and Expert-Novice Networks

Research

Research into the art and science of teaching in interdisciplinary contexts is done through immersion, observation, and engagement. Educational approaches, for example, are experienced through immersion and active engagement in such settings (see Figure 5).

In addition, fieldwork settings serve as laboratories for the investigation of learning and teaching. For example, the interactive science lab has engaged teacher learners in interdisciplinary exploration of pedagogy in an environment that fosters inquiry and discovery. TESOL teacher learners facilitate the interaction of elementary and secondary students with the activities and monitor their evolving assumptions and new understandings. Entries in their reflective journals confirm teacher learners' emergent insights. The lab has provided an inquiry-based fieldwork setting for the investigation of scientific concepts and for the exploration of pedagogical approaches and practices. Teacher learners discover that students' level of inquiry is determined by their age, level of readiness, and familiarity with the concepts. Furthermore, analysis of audiotaped and videotaped sessions enhances their exploration of the subtleties of interactional patterns among teachers and students. For example, teacher learners discover the powerful impact that teachers' input and questions have on students' level of engagement, and realize that the nature of the questions teachers ask determines the extent to which the students' inquiry is constrained or extended.

> I also see the importance of not immediately ruling out every answer that is different from the one I had in mind. It's important to understand how the students arrived at their answer.
>
> An observation that really stuck with me is that when the facilitators in the lab asked a question, they never said "Right!" when a student answered. They always followed up with "Why do you think that?" or "How do you know that?" This strategy helps keep all minds active. If students think the right answer has already been given, they may tune out and stop thinking. Posing another question keeps all minds engaged and demonstrates that there is often more than one correct answer.

In this exploratory environment, teacher learners discover that they, like the students, are learners in this setting as they explore the intricacies of teaching and learning processes.

- Constructivist approaches and hands-on activities include interactive science lab and course activities.
- Problem solving occurs in chemistry and mathematics Collegiate Science and Technology Entry Program (CSTEP) and the Alliance for Minority Participation (AMP) Study Groups.
- Learner-centered learning is intrinsic to the course design that evolves through learners' changing needs, ongoing reflection, and evaluation.
- Cooperative learning is integral to class activities and group projects.

FIGURE 5. Experiencing Educational Approaches Through Immersion

> Without a doubt, I have learned as much as and probably more than the students who have visited the lab. . . . I would definitely say that I have "taken" more from the lab as a student than I have "given" as a teacher.

Vision

> As the semester comes to an end, I am at the beginning of constructing my vision of what it means to be an effective ESL teacher. The definition has clearly broadened and it leaves behind some of the traditional views of instruction. As I continue on in my professional development, I see that attention must be paid to the process of learning. My goal is to provide a meaningful supportive environment for students that prepares them with skills they can take with them to function effectively and comfortably in a diverse society.

Through reflection, partnership, and research, teacher learners gain a clearer sense of where they are headed professionally, and they begin to formulate their own perspectives on their future career. To assist themselves in developing their vision of themselves as emerging professionals and to provide them with an audience, they engage in writing a guide for future teacher learners as their final project in the program (see a brief outline for the guide in Figure 6).

The guide is a developmental two-semester project that draws upon the cumulative experience in the program. It serves as a communication outlet for teacher learners to develop their vision of themselves as professionals and as the source for their professional portfolio. The completed guides have become a valuable resource for incoming teacher learners, who read them in preparation for student teaching (see Figure 7). The guides have forged partnerships among the more experienced and the novice, for whom they have unraveled the intricacies of the student teaching experience: the microcosm for professional issues that they will encounter throughout their future careers. The guides encapsulate the writers' research, initiatives, and vision and are their legacy for their incoming peers to socialize them into the school culture and into the student teaching experience that awaits them, to provide them with tools to begin their own investigations, and to serve as models for their own forthcoming guides.

Development of the guide requires extensive research of multiple aspects of teaching and learning as well as consultation and collaboration with professionals who include ESL teachers, content area teachers, media specialists, guidance counselors, and other school administrators. Through early planning, approval by cooperating teachers, and coordination with school administrators, some sections of the guide have laid the foundation for projects that have been implemented in the schools during the student teaching experience. For example, statistics gathered about the demographics and resources (Section III) have been integrated into a grant proposal to support a new initiative to enhance ESL students' experience. In addition, innovative programs for parents (Section VI) have been developed in partnership with colleagues and administrators.

Teacher learners examine their uncertainties and explore their pedagogical assumptions on their journey to becoming teachers. Their journals and their guides document their socially constructed knowledge, their discovery of fresh insights, and their synthesis of the total experience. Teacher learners forge their own professional identities and vision as they travel across the unfolding pathways of their professional

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FIGURE 6. Outline for the Guide to Becoming an ESL Professional

preparation to become active TESOL professionals who will assume a central roles in educational settings:

> I feel that this methods class has put me on the right track to be an advocate for not only my own students, but for the TESOL discipline in general. . . . By bridging the gap between TESOL instructors and mainstream teachers through collaboration across the disciplines, hopefully we will be on our way to an equal educational system that meets the needs of all students.

PRACTICAL IDEAS

Remember That Visions Derive From Local Contexts and Learners' Needs

Educational visions are embedded within local contexts and emanate from learners' needs. Educators whose visions include the initiation of collaborative endeavors within and across disciplines in their own settings might find these recommendations helpful and applicable for all contexts:

- Consider the needs of your learners and community, and build upon local resources.
- Begin with a modest pilot collaboration. A successful beginning will lead to bigger projects.
- Develop your objectives and reflect on what your program can offer other entities.
- Initiate discussion with colleagues in other disciplines and other sites; offer concrete suggestions; and outline possible mutual benefits.
- Be a good listener; be flexible and accommodating.

Student teachers in our program have been writing student teaching guides for you since 1995. Each guide is unique and reflects the writer's own perspective on the process of becoming an ESL teacher and her/his own experience within the context of a particular school district. As your first assignment of the upcoming semester, skim through the guides, select three guides for careful reading, and respond to the questions below. Questions 1–3 should be answered for each of the three guides:

A. Author: _____ School District _____

1. Describe a particular area of strength and the most important contribution of this guide for you.
2. What section or information would you have liked to see added to this guide?
3. Describe insights that you have discovered and one issue that the guide has stimulated you to explore further.

B. The questions below are intended as preparation for your own professional statement. Reflect on your reading of the guides and your entire course work in the program and respond to the following.

1. Reflect on the multiple roles of an ESL teacher in the classroom, the school, the community, and the profession at the local, national, and international levels.
2. What is your own metaphor of the professional you aspire to become?

FIGURE 7. Reader Response to the Guide to Becoming an ESL Professional

- Credibility is important. Do not commit to something you cannot execute.
- Always acknowledge your collaborators' valuable contributions.

Plan Collaborative Initiatives in Advance

Begin planning collaborative initiatives at least one full semester to one year ahead of time; formulate the major aspects of the collaboration; and coschedule your courses in coordination with your collaborators. Three-hour, late-afternoon weekly sessions have worked out well in the SUNY Stony Brook context because they have enabled practicing teachers from TESOL and other disciplines to join course participants for part or whole sessions as collaborators or as guest speakers and have facilitated collaborative activities with courses for in-service teachers.

Once the nature of the collaboration becomes clear, course coordinators will want to begin planning the details well ahead of time so that all activities can be integrated into the course syllabi and all participating students are equally accountable for joint assignments. A one-sided commitment is inadequate and will lead to discontent.

Integrate Reflective Journals and Written Evaluation Into Activities

Always integrate reflective journals and written evaluation into all the activities and consider them in designing future endeavors. Once the collaboration has taken place,

discuss all input from participants with your colleagues across disciplines and draw upon your combined prior experience to refine future activities.

To foster partnerships, increase fieldwork settings, and enhance collaborative research opportunities, engage advanced teacher learners, graduates of the program, and other professionals in the community in discussion on ways in which they could become involved in the program. Explore ways to empower them to do so and to become an integral part of the shared vision of the program.

CONCLUSION

The visions that teachers forge for their students emanate from their own educational experiences, disciplinary perspectives, and professional expectations. When teacher education programs create courses that foster inquiry, reflection, and collaborative problem solving within and across disciplines and increase awareness of contrasting cultural and disciplinary perspectives, teacher learners are more likely to create such learning environments when they embark on their own professional careers. Reflection, partnership, research, and shared vision have interwoven to create the teacher development environment that has evolved in this program. These have brought together peers and colleagues within and across disciplines for joint exploration and collaborative endeavors, have exemplified paradigms for emulation and enhancement, and have engaged teacher learners in exploration of possibilities inherent in educational contexts.

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CONTRIBUTOR

Dorit Kaufman is a research associate professor and director of the TESOL Certification Program in the Department of Linguistics at the State University of New York at Stony Brook. Her research interests include first language attrition, teacher education, and content-based language instruction.

CHAPTER 5

TESOL Education in the Context of Diversity

Lynne T. Díaz-Rico

INTRODUCTION

As the English-speaking countries of the world prepare for a new millennium, the teaching of English has become one of the fastest growing international professions. In tandem with the growth in importance of English as an international language and proliferation of English instruction worldwide, employers have become increasingly selective in hiring practices. Many countries recognize the master's degree in teaching English to speakers of other languages (MA TESOL) as the requisite for certification and tenured employment. Programs that prepare educators in the field of TESOL have become more widespread in response to the growth of the profession. This chapter describes the MA TESOL option program offered by the College of Education at California State University, San Bernardino (CSUSB), a program that offers preparation in TESOL within a diverse sociocultural context.

This program has as its overall goal improving the teaching of English, with respect for the integrity and maintenance of the diverse languages and cultures of the learners. The vision of the program is to bring a renewed dedication and joy to English language teaching so that the world of the present and future sustains and nourishes the spirit of humanity.

The TESOL program at CSUSB is special in several ways. First, the multicultural population of southern California offers a rich laboratory for cross-cultural living and learning experiences. Second, situated within a large teacher education enterprise, the TESOL program offers a wide range of options for exemplary work both in the field of concentration (ESL/EFL) and in related educational disciplines. Third, the program offers the opportunity for teacher learners to develop particular skills in such interdisciplinary areas of study as bilingual, environmental, and global studies. Fourth, the program encourages peer mentoring and camaraderie, building a warm community of shared cross-cultural learning. Fifth, the program works with each individual to assist him or her in developing a personal teaching style and philosophy. Finally, the program invites teacher learners to develop their English abilities during residency in the program, fostering both respect and love for the intriguing, sometimes exasperating, yet poignantly beautiful language that has become such a powerful tool for world communication.

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CONTEXT

The College of Education at CSUSB has offered the MA TESOL since 1991. A leader in education in the state of California, CSUSB issues teaching and advanced credentials to more than 1,000 candidates each year. The California State University system, with its 22 campuses statewide, prepares about one ninth of the teachers in the United States. Although the MA in Education, TESOL Option program is small by comparison to the total enrollment in the College of Education at CSUSB, graduating approximately 20 candidates per year, the facilities dedicated to the large teacher credential program at CSUSB provide a wealth of campus resources that enrich the TESOL program.

The main campus of CSUSB consists of 440 acres in San Bernardino, California, a midsized city located halfway between Los Angeles and Palm Springs. The multicultural population of southern California is an attractive destination for teacher learners from abroad. Currently, the TESOL program attracts 40% of its enrollment from Pacific Rim countries (Korea, Taiwan, Japan, Thailand, and People's Republic of China).

DESCRIPTION

The TESOL program consists of 12 required courses, which may be completed over three quarters and a summer session for a 1-year, full-time residency. In contrast, these required courses may be scheduled on a part-time basis over a longer enrollment period, permitting full-time local employment. The TESOL program includes seven courses in the TESOL concentration, three education core courses required for all MA in education teacher learners, and two elective courses, one of which may be the master's project (see Table 1).

The TESOL program is supported by a rich set of resources. The Language Acquisition Resource Center (LARC) contains complete sets of curriculum materials

TABLE 1. COURSES IN THE TESOL CONCENTRATION

Course Title	*Quarter Units*
Principles and Practices in TESOL	4
Curriculum Design in TESOL	4
Cognition and Language Acquisition or Pedagogical Grammar	4
Research in TESOL	4
Teaching ESL/EFL Cross-Culturally	4
Fieldwork in TESOL	4
Computer-Assisted Language Learning	4
Education Core Units Outside the TESOL Concentration	12
Electives	8
Linguistics (prerequisite)	4
TOTAL NUMBER OF QUARTER UNITS (not including prerequisite)	48

from contemporary publishers, as well as computer-assisted instruction and audio-visual teaching materials that may be previewed. The CSUSB library has a well-stocked educational curriculum center. CSUSB teacher learners may also negotiate visiting privileges at nearby research libraries at the University of California, Riverside; University of California, Los Angeles; and University of Southern California.

DISTINGUISHING FEATURES

The Multicultural Population of Southern California

More than 1 million school children in California have a language other than English as their primary language. TESOL educators have a special role in the classrooms of southern California: as language emissaries and mediators; as agents of introduction to U.S. culture; and as sources of professional knowledge for their colleagues. Moreover, southern California is a hub of trade for the Pacific Rim region. Import-export companies as well as employers in the tourist industry need bilingual employees, and attract immigrants from all over the globe. Many opportunities for service exist for ESL teachers at all levels of interest, not only in K–12 settings but also in adult education.

The TESOL program has taken advantage of this multilingual, multicultural context by placing TESOL candidates in a broad range of settings during the required fieldwork component. Teacher learners have performed fieldwork in a high-intensity language training (HILT) program in a local elementary school, which is a structured English immersion program for Asian-language children. Other teacher learners have worked with a transitional bilingual program in a Laotian community, in a migrant education program in a school district affected by seasonal agricultural laborers, and in the ESL component of a bilingual program on a nearby Indian reservation. Still other teacher learners have served as teaching assistants in programs specializing in adult workplace literacy, welfare-to-work programs, and adult citizenship classes. In addition, the TESOL program places teacher learners for fieldwork experiences in the American Culture and Language program, the intensive English program at CSUSB. These fieldwork placement options utilize the expertise of local ESOL educators to implement site-based training of TESOL candidates.

In addition to the range of exposure to ESOL teaching opportunities that these placements offer, the bilingual/bicultural students and staff in these placements help TESOL teacher learners appreciate the extent to which success in English builds upon, and is interwoven with, expertise in the first language. These experiences help TESOL teacher learners internalize the message that TESOL educators respect the integrity of diverse languages and cultures, and that such educators have a role in helping English language learners integrate English into their existing repertoire of language skills. This message is reinforced by the commitment that educators in California have made to cross-cultural education.

Placement of the TESOL Program in the College of Education

The TESOL program at CSUSB is closely aligned with the College of Education elementary and secondary teacher credential programs. CSUSB offers the California Cross-Cultural, Language, and Academic Development (CLAD) teaching credential that prepares teachers for classrooms of language minority students, a certification

that may be gained in conjunction with the TESOL concentration for those graduates seeking to work in California (requirements for the California credential are detailed in Díaz-Rico & Weed, 1995).

The faculty members who teach in the CLAD credential program, and in its sister program, the Bilingual CLAD (B-CLAD) program, share a philosophical commitment to promote equity, affirm diversity, and advance academic achievement and educational equity for all children, regardless of sex, class, race, family type, or language group, and to promote democratic principles and promote social justice (see Giroux & McLaren, 1987). To this end, the multicultural teaching component of the CLAD credential program and the MA in Education, TESOL Option program is conducted with rigor and dedication.

This component has as its goal the commitment of participants to the attainment of educational equity, the desire to sustain intercultural contact, and the aspiration to foster culturally responsive and responsible pedagogy. ESL teachers with a strong interest in language acquisition and a sense of compassion for the difficulties faced by culturally diverse students are often those who are most successful in promoting the academic success of language minority students. Specialized preparation in multicultural education helps ESL teachers develop the skills of advocacy for, and appreciation of, language minority students. Such multicultural education must go beyond preparing teachers to apply token or additive approaches toward the study of ethnic groups. Banks and McGee (1989) call for an approach to multicultural education that is both transformative and geared toward the promotion of social action. To this end, the multicultural course is based upon Bennett and Bennett's (1996) model for the development of intercultural sensitivity, and incorporates a variety of objectives and activities to promote dedication on the part of teacher learners to the achievement of equal opportunity for language minority students and sensitivity to issues of cross-cultural communication. (For a more thorough description of this course, see Díaz-Rico, 1998.)

Each course in the CLAD credential program has a component that explicitly addresses issues of diversity and educational equity. Several College of Education faculty who teach these courses have been recognized across the CSUSB campus as experts in diversity issues, and have functioned as resources for other faculty in these areas. Such issues may include the detection of bias against, or misrepresentation of, minority cultures in textbooks or educational media; modification of classroom discourse practices that favor students of one culture at the expense of others; intervention in racial or ethnic conflicts among students; and promotion of academic content that encourages positive dialogue among students of diverse cultural backgrounds.

Several CSUSB CLAD credential faculty have also achieved recognition outside of CSUSB for publications in such areas as Laotian folk tales, classroom discipline in multicultural classrooms, primary language education, brain-based learning, and CSU-statewide teacher diversity programs. Due to extensive faculty involvement with multicultural issues relating to the CLAD credential, instructors of such teacher credential courses in educational psychology and reading methods recognize and address issues pertaining to language minority students, cultural diversity, and other cross-cultural educational concerns. This engagement with issues of diversity and commitment to educational equity on the part of the College of Education faculty affects the TESOL program as faculty members serve as first and second readers on teacher learners' MA projects, as TESOL teacher learners enroll in the CLAD

elementary and secondary programs to earn a teaching credential in conjunction with the MA TESOL, and as faculty in the CLAD credential programs teach the core classes in the MA in education program. Many international TESOL teacher learners in particular have remarked upon the support and encouragement they have received from the CLAD credential faculty who also teach the MA core courses, as well as the nature of the course content, mixing practical wisdom with theoretical depth.

The commitment of the College of Education faculty to affirming diversity benefits the TESOL teacher learners in various ways. In the three required MA in education core classes in the College of Education, faculty members often encourage teacher learners to form multiethnic and multilingual teams to make in-class presentations and perform research projects. This practice mixes international and local teacher learners to their mutual advantage. Moreover, several faculty who teach these required core courses have sought and obtained university support for research-in-teaching grants to study ways in which they might adapt their instructional delivery to make their lectures and course requirements more understandable for nonnative speakers of English. These efforts have demonstrated support for the international teacher learners in the TESOL program on the part of the non-TESOL faculty.

In addition to the teaching and research efforts of the CLAD credential faculty, other CSUSB College of Education faculty have gained international reputations for research in such areas as postmodern education, work with at-risk and adjudicated youth, reading recovery, and international education. This breadth offers mentoring options to teacher learners who wish to pursue academic interests in related educational areas. One teacher learner with a particular interest in creative dramatics in the area of elementary EFL teaching was able to work closely with an elementary language arts professor to develop an approach to staging a Chinese folk tale that involved a plan for children to work in creative teams. Another teacher learner was mentored by an art education professor as she developed a teaching unit that used Native American art and design motifs to stimulate language development in a high school ESL class. A third teacher learner worked with a science educator to create a teaching manual that adapted lessons from Encyclopedia Britannica's *Full Option Science System* for ESL students. Another teacher learner collaborated with a professor of environmental education to develop a set of whole language "little books" for emergent ESL readers on science topics. These examples illustrate the range of alternatives available to teacher learners due to the placement of the program with the College of Education.

The placement of the TESOL program within the College of Education is also an advantage for teacher learners who wish to pursue computer-assisted language learning as a specialization. Courses in the MA in Education, Instructional Technology Option program are available as electives in addition to the computer-assisted language learning (CALL) course within the TESOL concentration. These resources help those TESOL graduates who are interested in this area become well versed in instructional technology as a mode of teaching and learning. Members of the instructional technology faculty are available to serve as master's degree project supervisors, and teacher learners are free to create CALL teaching programs that serve as demonstrations of curricular content within the MA projects.

Aside from the advantages to MA TESOL teacher learners of mentor relations

with College of Education faculty; the MA TESOL faculty also benefit from the collegial interaction with a large associated education faculty. Course content for the TESOL courses is drawn not only from research in the area of ESL/EFL, but also from content shared by faculty from the domains of cognitive psychology, cross-cultural education, reading and writing instruction, and other contemporary educational topics. Teacher learners in the program have worked with the TESOL core faculty to complete MA projects on such topics as comparing the efficacy of theoretical reading models in the teaching of film scripts; integrating an interactional competence model with various literatures on team building in the classroom; expanding a writing process model to include a communicative competence/dissemination component; and incorporating grammatical competence into various stages of the writing process. For their culminating projects, teacher learners choose topics that they feel will best address their primary teaching challenges.

The Interdisciplinary Nature of TESOL Education

In addition to collaboration opportunities available with College of Education faculty, teacher learners may become involved collaboratively with faculty outside the College of Education. One teacher learner was able to draw upon the expertise of a professor in marketing to develop a English for special purposes teaching unit based upon an advertising theme. Another teacher learner worked closely with a professor from the Department of English to author a grammar textbook for Korean students. A third was employed as a researcher by a speech communications professor on a study about the educational experience of international students.

Several teacher learners have been able to draw upon the interdisciplinary master's program at CSUSB to combine MA TESOL courses with selected courses in such areas as bilingual studies, environmental studies, and geographical area studies. One such teacher learner has combined intensive interest in the ethnic conflicts in the former republic of Yugoslavia with a degree in TESOL, hoping to emigrate to that area as an English teacher. The eight units of electives available in the TESOL program can be used effectively as a means by which teacher learners can diversify their interests and develop expertise in fields of interest that can be combined professionally with TESOL preparation.

Developing Communities of Teacher and Learners

Many international students need a sense of belonging to the university community and the confidence to contribute intellectually. Meeting these needs is an essential part of the CSUSB TESOL program. A weekly oral language group, Communi-Confidence, provides a stimulus to fluency in English as well as building a warm community of shared cross-cultural learning (Díaz-Rico & Young, 1998).

CommuniConfidence is a discourse program that promotes the oral language development of teacher learners in a way that combines academic and cultural content. Weekly discussion sessions give teacher learners an opportunity to talk openly within a structured format to discuss cultural and academic issues in a nonthreatening environment. This discourse promotes a more complex and subtle understanding not only of U.S. life but also of their own cultures and the cultures of other international students who do not share a similar ethnic background. The

inclusion of native-English-speaking teacher learners in this discourse enriches their cross-cultural understanding as well. This weekly program is offered by the TESOL MA program as an adjunct to classroom instruction through the university Student Learning Center. Graduate students who want to improve their ability to communicate orally can join the small-group discussions on a voluntary basis; the service is free of charge. Sessions are held in a staff lounge in the Student Services building. Interested students can attend any or all the weekly sessions on a drop-in basis, without preregistering.

The main features of the program are the following: Teacher learners meet in small-group discussions weekly on topics relating to university life, cultural diversity, and cross-cultural adjustment. These sessions give international and local teacher learners an opportunity to exchange ideas, to succeed in their academic course work, to make new friends with teacher learners of other cultures, and to socialize together as they experience a sense of community and learn about the beliefs and customs of other teacher learners.

In academic years 1995–1998, CommuniConfidence took place a total of 80 days (140 hours) over eight 10-week academic quarters. During these eight quarters, more than 250 teacher learners took part. Some teacher learners attended on a regular basis; others came occasionally. During the 3-year time period, the program has produced consistent cognitive and affective outcomes based upon a predictable and repeated set of procedures.

Each CommuniConfidence session proceeds in a predictable sequence. Participants sign an attendance roster as they enter, obtain a name tag, and help themselves to refreshments. At this point, they often engage in small talk with others, experiencing a moment of welcome and relaxation. Those participants who come for the first time are given a welcome sheet that explains the discourse procedure and offers suggestions about turn-taking. Participants then find a seat within a circle of seven or eight chairs and read a one-paragraph typed vignette that serves as a discussion prompt. They then spend about 20–30 minutes discussing the topic while seated in the circle of chairs. The circle gives individuals equal access to turns and facilitates eye contact.

The discussion topics used in the CommuniConfidence program include social, cultural, and academic issues geared toward the lives of the teacher learners while they are studying in the United States. These feature such diverse themes as cross-cultural dating, parental expectations of academic achievement, classroom decorum, professor-student interactions, making friends, time management, and roommates' habits. Each prompt describes a complex interpersonal situation involving a 21- to 30-year-old protagonist. The prompts are intentionally written to encourage opinionated interchanges; participants draw upon their personal experiences as they interpret the meaning of the prompt. The prompts are written in such a way as to elicit deeper understandings of human motivation and values; however, in each situation, there is no right or wrong answer.

Conversations are structured using the Instructional Conversation (IC) format developed by Tharp and Gallimore (1991). This group discourse format has been applied by researchers (cf. Diaz-Rico, 1994a, 1994b; Patthey-Chavez & Goldenberg, 1994) in situations that require a structure for teaching about social and cultural issues while preserving the ambiance of a conversation. Teacher learners in the

TESOL program take turns acting as facilitators for the discussions, after first receiving training on how to begin, sustain, and close a discussion and develop the discussion theme.

In the CommunityConfidence sessions, much effort is spent to increase a sense of belonging to the group. Although attendance is voluntary and often sporadic, the ongoing participation of a core set of participants creates a caring atmosphere in which teacher learners come to know one another on a social as well as intellectual level. For many international teacher learners, a sense of belonging to the group increases participation and motivates the desire to speak up. The format encourages oral participation in a setting that is social as well as somewhat academic, and affords teacher learners an opportunity to exchange ideas, compare values, and become better acquainted with teacher learners from other countries. The conversations seem to provide a deeper understanding not only of the culture of the United States but also of the teacher learners' own opinions and values, based upon their own cultures. Thus, the conversations become a means by which all participants come to know one another more meaningfully and appreciate, rather than disdain, cultural differences.

The CommunityConfidence program has helped many nonnative-English-speaking teacher learners become more assertive with native English speakers. For example, one teacher learner successfully negotiated a car repair refund. Other teacher learners indicated that their ability to participate in class was strengthened by the CommunityConfidence program. "I never knew how to get a turn," one participant stated. "I always had plenty of opinions and never knew how to make myself heard."

A positive result of devoting specific attention to English language development and building intercultural awareness is that teacher learners feel a greater sense of integration into student life. Participants have reported that having the ability to converse freely in English enhances their adjustment by facilitating life skills development and problem solving, social and academic peer interaction, and active learning. A second outcome is that the conversational prompts have helped students from other countries learn about the diverse cultures within the English-speaking world, including, in this case, the appropriate behaviors for students who attend U.S. universities. Moreover, because CommunityConfidence draws teacher learners from several countries, the participants are able to compare their reactions and values with those of peers from other countries. A third outcome of CommunityConfidence has been the formation of a discourse group that enjoys meeting on a regular basis. CommunityConfidence has proven to be an excellent social context for intellectual and cultural exchange and has helped university international students build a community and find a public voice in English.

Addressing Teacher Learners' Individual Teaching and Learning Styles

Faculty members in the TESOL program work with participants individually to help them develop a personal teaching style and philosophy. A constructivist teaching philosophy is shared among many faculty members (see Brehnat, Cunningham, Duffy, & Perry, 1992; Fosnot, 1989; Grasha, 1996; Wells & Chang-Wells, 1992). Candidates for the MA degree are encouraged to develop as teachers who are aware of their own cultural backgrounds and teaching/learning styles. In order to understand how students respond to the academic demands of schools at various

stages of their lives, participants in the TESOL program are asked actively to build personal knowledge about the interdependence of language, culture, and schooling.

Every effort is made to encourage this process by stimulating creative intellectual collaboration in the classroom. Because the MA courses are designed to increase the skills of experienced teachers as well as provide advanced training to newcomers in the field of teaching, maximum use is made of the previous experiences of those class members who have served as teachers. They are encouraged to participate and share their expertise during various aspects of the class sessions. This creates a dynamic balance between expert and novice candidates. The emphasis on dialogue among teacher learners, and among teacher learners and faculty members, is consistent with a focus on the deeper aspects of human interaction (see Barbules, 1993).

One such collaboration is an action research project that teacher learners undertake during the course Research in TESOL. Using Fairclough's (1992) critical language awareness approach as a theoretical framework, teacher learners gather a variety of language data, depending upon their research focus, including such sources as government policy statements, school-site memoranda, ESL textbooks, articles in newspapers and periodicals, and articles from professional publications. Using this data, teacher learners evaluate the means by which attitudes and policies toward language minority students and other English language learners are socially constructed. The project has engendered a deep level of communication between those candidates who are currently employed as teachers and those who are not as yet experienced, as well as between U.S. students and international teacher learners. The reading between the lines analysis available through critical language study helps teacher learners understand the deep structure of social attitudes toward language, language learning, and language teaching policies. This, in turn, helps teacher learners examine more deeply their own beliefs and practices.

Teacher learners also combine the rich literature now available on learning styles with information from Grasha's (1996) *Your Teaching Style* to write a paper that describes and explains their own teaching and learning styles. They then use this analysis as the basis for tailoring the lesson plans they write to align with the teaching philosophy (e.g., behaviorist, cognitivist, constructivist, student-centered) that most closely fits with their own predilections or their native culture. For example, many international teacher learners who have studied English by means of a directive grammar-translation approach may find other means of teaching highly appealing, such as student-centered learning. However, when they return to their countries of origin, they may be employed in situations where they are expected to perform this same type of directive teaching. Rather than postponing until after graduation the need to face a potential conflict of their personal predilections with widespread cultural patterns, teacher learners work actively to find ways to integrate alternative methods into the predominant paradigm.

For example, graduates who will be employed in teaching contexts where class sizes are large and taught in fixed, lecture-style seating arrangements may prepare to use many types of pair practice activities that do not require cooperative small-group instruction.

Promoting English Language Competency

The TESOL program encourages teacher learners to develop their English abilities during residency in the program. Some international teacher learners who enroll in the TESOL program need to enhance their English language skills in order to participate fully in the academic and social life of the university, not only to benefit from the learning opportunities but also to maximize their later career possibilities (see Ferris & Tagg, 1996). For many teacher learners, traditional class settings do not offer adequate opportunities to practice participating in extended discourse, particularly that which helps them to understand the complexity, heterogeneity, and diversity of U.S. culture as it affects campus life. Nor do traditional oral language classes help international teacher learners achieve smooth integration into university campus life. Moreover, these classes do not often address the task of building a sense of community among U.S. and international teacher learners.

CommuniConfidence sessions once a week offer oral language development in the context of cross-cultural discussions. This seems to the most effective single context for increasing fluency in English on the part of TESOL candidates who need such an increase. However, CommuniConfidence is not the only means by which both native speakers and nonnative speakers of English can improve their skills. Tutors at the CSUSB Learning Center are available throughout each academic quarter to assist with written English. Native English speakers in the TESOL program are encouraged to pair with nonnative English speakers to provide peer mentoring on course assignments. A wealth of English language campus and community activities are available, from free adult English programs to poetry readings, plays, and other literary events. International teacher learners who are not native speakers of English are invited to take advantage of local television stations that offer close-captioned broadcasting.

A special section of the required public-speaking course for undergraduate students has been developed as an mandatory prerequisite for international students who need to improve their oral English as they enter the TESOL program. In addition, self-teaching English pronunciation software is available in the Learning Center for students who need pronunciation help. These methods help students make individual progress in their English language proficiency

When they enter the TESOL program, nonnative-English-speaking teacher learners are asked to examine their English skills and make a plan for self-improvement during their residency in the TESOL program. Native speakers of English are asked to do a similar exercise if they have not as yet taken the required year of study in foreign language. In turn, nonnative English speakers offer peer support to these native English speakers who are learning a second language.

PRACTICAL IDEAS

Although the CSUSB TESOL program benefits from the diversity of the surrounding community, it is not possible for a program that does not have access to a diverse community to re-create this context. However, TESOL teacher learners are a resource that enriches the university and the community at large. There are specific ways a TESOL program can help international teacher learners in particular to share their diversity with the community.

Encourage Teacher Learners to Give Off-Campus Presentations

Many local school districts request speakers on specific foreign cultures; the public affairs office of the university may have a Speakers' Bureau to which international teacher learners could submit their names. Teacher learners who prepare a presentation on their native culture for a cross-cultural course as a part of the TESOL program may be willing to repeat the presentation at a local school or church. In addition, many campuses have a cross-cultural center that acts as a sponsor for student clubs and special multicultural events. Teacher learners who are not natives of another culture but have had experience living and traveling abroad may also have much to share for local schools and community events. Teacher learners may need encouragement to become involved, but benefit from participating. In a diverse community, such a contribution finds resonance within the community; communities without a diverse population may find the TESOL teacher learners to be a unique and precious source of diversity.

Promote Interdepartmental Collegiality and Interaction

The TESOL program at CSUSB has also benefited from placement in the College of Education. On many campuses, the increasingly narrow focus of academic disciplines has resulted in less involvement with faculty outside one's specific discipline. In addition, an emphasis on theoretical aspects of the TESOL profession has decreased the role of K–12 classroom-based studies in the curriculum of some TESOL programs. The value of collegial interaction between TESOL faculty and education faculty depends on the openness of the TESOL faculty to K–12 applications, and also upon the expertise of the university's education faculty in the domain of language acquisition issues in the public schools. Because of the increasing numbers of language minority students in schools throughout the United States, much mutual benefit from such collegiality is possible. TESOL faculty and teacher learners alike may need to initiate overtures in this regard to help break down disciplinary barriers. Every effort should be made on a continuing basis to promote such interaction.

Pursue Interdisciplinary Links

Interdisciplinary studies, not only with College of Education faculty but also with faculty from other programs on campus, enriches TESOL education. Encouraging teacher learners to take electives outside of TESOL studies has a salutary effect on the subsequent ability of teachers to incorporate interesting content in TESOL curricular design. Making curriculum materials at the middle school level available to TESOL candidates also seems to stimulate involvement with cross-curricular topics. The movement on the part of publishers such as Hampton-Brown to write ESL curricular materials that match content units at various levels of schooling (e.g., materials on Greece and Rome at the sixth-grade level; see, e.g., Tinajero & Schifini, 1997) has, in some cases, sparked interest in these topics on the part of TESOL candidates, which brings a broader liberal arts perspective to TESOL education.

Consider Implementing Motivational Sessions

Developing a community of learners in the TESOL program is one of the most difficult aspects of the program to emulate. Many students at all levels have been encouraged to regard education as preparation for a specific, vocational focus, often with a competitive edge. It is difficult to build an *esprit de corps* on the part of students and faculty accompanied by the willingness of both parties to work hard to accomplish mutual goals. One facet of the CSUSB program that has helped with this process is the habit of beginning classes with a brief motivational session, in which participants share what they have learned during the week and what success they have experienced in teaching or learning English. At this time, teacher learners are asked to share any events that have inspired within them a renewed dedication and joy for English language teaching. Explicit attention to sharing the joys of the TESOL profession help to combat the frustration or even sense of burnout that teachers may experience as they face their day-to-day workload. Weekly attendance at CommuniConfidence also builds the spirit of positive mutual regard.

Build a Cross-Cultural Component Into the Program

Addressing teacher learners' individual teaching and learning styles also enhances the ability of the TESOL faculty to become acquainted with MA candidates' strengths and interests. Building an explicit cross-cultural component into the TESOL program has also been an excellent means for teacher learners to share their individuality. The climax of the academic year is the World Tour, which takes place in the spring quarter as a part of the class, Teaching ESL/EFL Cross-Culturally. The class makes a "virtual visit" to each of the participants' hometowns, complemented with food, dancing, and costumes. In 1998, the class went from Boston, to New Orleans, to Memphis, to Motown, to Chicago, to Los Angeles, and on to Monterrey, Mexico, Seoul, Osaka, Taipei, and Bangkok. In this class, everyone had the opportunity to share the heart of their culture.

Encourage Recreational Reading

One last aspect of the TESOL program that has been difficult to address is the need to promote both a love of the English language and a deeper involvement with English proficiency on the part of native speakers and international teacher learners. Discreet inquiry has revealed that few teacher learners engage in recreational reading in English; few teacher learners have a favorite author in English; and fewer still recognize prose styles or content drawn from great books in English. Part of this lacuna stems from the fact that TESOL teacher learners may not have been English majors as undergraduates, may not have been encouraged to become avid readers in their youth, or may find extracurricular reading burdensome.

Incorporate Language-Based Humor or Content

One idea that has been successful to interest teacher learners in various aspects of the English language has been class warm-up activities involving presentation of short segments of prose, poetry, "fractured English" jokes, puns, and other types of language-based humor or content. For example, three such warm-ups showed class members the brief excerpt of Winston Churchill's speech of resistance to Nazi

invasion ("We shall fight on the beaches . . ."), Lincoln's Gettysburg Address, and the speech of Patrick Henry from which was drawn the quote, "Give me liberty or give me death!" Each warm-up provided an example of ways the speaker combined Anglo-Saxon words and Latin-origin words to create the cadence, nuanced meaning, and emotional impact of the particular speech. These short sessions expand the base of appreciation of TESOL candidates for the literary and rhetorical traditions of English, an appreciation we hope they will eventually communicate to their students.

CONCLUSION

The responsibility for educating ESOL teachers cannot be taken lightly. The intimate relationship between language and self-esteem, language and learning, language and culture, and even language and politics often results in the positioning of ESL and EFL teachers in the heat of heightened emotions and tensions both inside and outside the classroom.

The intent of the MA TESOL program must be to develop teachers who can flourish in multicultural settings; cherish bicultural students; vanquish second language acquisition anxiety; and relinquish linguistic and cultural chauvinism. Most importantly, such a program must be designed to work at many levels simultaneously so that participants can organize and verbalize what they know, make professional presentations, and grow toward a teaching career graced with knowledge, empathy, and dedication.

The teaching of English is a noble profession, one with the opportunity to unite the world in mutual intelligibility. The faculty in the CSUSB TESOL program share the desire that the millennium will bring to a world too prone to strife and misunderstanding a harmony and depth of cross-cultural communication seldom before dreamt of and never before achieved.

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CONTRIBUTOR

Lynne T. Díaz-Rico is professor of education at California State University, San Bernardino, serving as coordinator and program advisor for the MA in Education, TESOL Option program. Her research interests are in cross-cultural teaching, team building in multicultural classrooms, innovative methods in teacher education, and postmodern philosophies of education.

PART 2

Structured Activities Within TESOL Teacher Education

CHAPTER 6

Promoting Sense-Making in Second Language Teacher Education

Paula R. Golombek

INTRODUCTION

Teacher learners in a MATESL program, many of whom have studied in formal classroom language learning settings and lived abroad, tend to have considerable experience as second language (L2) learners. Many have taught English as a foreign language without any professional education in second/foreign language acquisition and teaching. The baggage that they may bring from their apprenticeship of observation (Lortie, 1975) to an MATESL program overwhelmingly influences how they make sense of research, theory, and classroom experiences, as well as what they do in the classroom. Although they may view their classroom language learning experiences negatively because of a lack of authentic communication, they may fall back on those experiences to conceptualize and act. Although they may learn new ways of teaching a L2 in a teacher education program, they may find it difficult to put their new conceptions into practice. For example, teacher learners may have learned to write in an L2 in a product-oriented way that focused on grammar and may feel uncertain about how to integrate a process-oriented approach.

Teacher learners' reasons for returning to school vary, but many want, put simply, to know if what they are doing in the classroom is "right" and how they could become better teachers. They want to learn research and theory that can be applied directly to their classroom, that answers their specific questions about L2 learning and teaching. For example, they want to know what research and theory says about how students learn to write in an L2, and what factors (e.g., cultural, personal, social) affect L2 writing. At the same time, they want to know how theory and research inform classroom practice. Their reading of theory and research often prompts specific concerns about how to translate them into practice when considering students' varying needs, abilities, objectives, and literacy experiences. For example, how should they teach grammar in a writing class and then evaluate use of a particular grammatical element? Teacher learners may feel dissatisfied at times because decontextualized research and theory often provide no clear cut answers to classroom concerns and seem far removed from real teaching. They may feel further dissatisfied because their MATESL program has not encouraged them to consider how research and theory apply to their classrooms.

Teacher learners need to develop an ability to think critically about teaching and to recognize that they are indeed theorizers about L2 learning and teaching. They

need opportunities to consider which factors influence their conceptions of L2 teaching and learning, and how to make their conceptions explicit and then critique them. They need to restory their experiences, become aware of the consequences of their experiences, and, thus, become accountable for their actions (Olson, 1995). In this way, they may be able to develop the kind of sense-making that promotes changes in how they justify their instruction and, hence, in the instruction itself (Johnson, 1996).

CONTEXT

The course, which I developed, was Speech Communication 597C, Teaching Second Language Writing. There were 7 males and 10 females. Most were from the MATESL program, but two were MA students in Spanish, one was a PhD student in the German department, and one a PhD student in speech communication (emphasis in TESL).

The goals of the course, as stated in the syllabus, were to

1. develop an understanding of the unique nature of L2 writing;
2. develop an understanding of how first language (L1) models and research might inform L2 writing;
3. develop self-awareness as a writer;
4. foster an understanding of how research and theory can inform practice;
5. foster an awareness of how personal and professional factors come together to influence practice;
6. develop content knowledge concerning issues such as assessment, responding to writing, and teaching grammar; and
7. provide resources to take into the writing classroom.

To reach these goals, teacher learners were required to complete the following assignments: keep journals, participate in tutorials in the Writing Center, write a literacy narrative, create a literature review accompanied by a composing aloud assignment, and put together a best practices collection.

I did not view any of these assignments as discrete tasks; in fact, the assignments required use of knowledge gained from one to be used in another and continued dialogue about connections between the factors influencing their sense-making processes. Furthermore, these assignments required teacher learners to situate their understanding of research and theory.

DESCRIPTION

Journals

The journal assignments were meant to encourage the teacher learners to think about and, sometimes, apply ideas in articles before they came to class. Although I used the term *journal*, these were not always journals in the sense of summarizing and responding to an article. One example of a journal assignment described below does have the summarize/respond element within it, but the format differs from that of a typical journal entry (see Figure 1).

Read the following articles—Delpit (1995), Guerra (1997), and Silva (1993)—and consider the following questions:

1. Are any of the findings surprising?
2. Can you explain why some studies show the composing process of L2 and L1 skilled and unskilled writers are similar and some show variation?
3. Do any of these findings point to a particular approach?
4. What do the research findings mean for the classroom?
5. What's the danger in generalizing these research findings to all our students?

Choose two readings about which you are going to disagree with:

- a friend. Write a personal letter expressing disagreement with a point or several points.
- a peer in the field. Write a professional critique.

FIGURE 1. Journal Assignment for L2 Writing Research

In this assignment, I wanted teacher learners to interpret the readings, and by providing two contexts, I compelled them to situate their understandings. The assignment gave them a chance to show their creativity, humor, and individual strengths as writers. I hoped to convey one focus of any type or level of writing class: Who the audience is matters and affects how you write. I further hoped to learn something about them as individuals and to convey some principles about teaching writing.

An example of an application journal was the assessment assignment (see Figure 2). We read an article by Reid and Kroll (1995) on L2 writing assessment, and teacher learners applied the criteria described in the article in an assessment task they developed. This assignment also allowed them to pursue their own interests and develop an assessment task they would use.

Later in the semester, teacher learners used this experience to write a group letter to one of the authors, Joy Reid, who willingly agreed to respond to their comments and questions. They read another article (Reid, 1994) and then chose one of the two articles to which to respond. Within their groups, the teacher learners discussed the articles and negotiated which questions they would pose and which comments they would make to Reid. Finally, we e-mailed the two letters to Reid, and she wrote detailed responses.

Tutorials in the Writing Center

The director for The Center for Excellence in Writing and I planned to have the teacher learners act as peer tutors in the Writing Center, specifically for ESL students. The director, acting on concerns expressed by peer tutors in the Center, would like to serve the ESL population in more informed ways, as well as to educate the regular peer tutors about how to deal with ESL students more effectively. The peer tutors, typically, resort to grammar correction rather than substantive criticism of ESL students' papers for a variety of reasons. Thus, he hoped that teacher learners would provide some informed support for ESL students.

Directions: By yourself or with a partner, choose one of the following situations based on your interests and needs. Consider the criteria described by Reid and Kroll (1995), as well as the readings from last week. Chose a context (e.g., university, intensive English program, community education) and describe the students and goals. If you need help narrowing or defining this assignment, let me know.

You can write the context as a text or as a list. The write-up is to help you present your ideas to the class. I won't collect them. Next week, each person or group will present their ideas in 10 minutes. Anticipate questions and discussion.

1. Placement

   Based on your context, design a way to place these students. A prompt is the usual way but you can do something different if you feel it's appropriate. Then, decide on what the placement means (two classes at two different levels for example). Specifically consider our readings as you create the prompt, grading criteria, scoring procedures, scorers and trainers, and shortcomings.

2. During-Course Evaluation (e.g., a midterm, an assignment)
   - a prompt
   - grading criteria
   - scoring procedures
   - a way to maintain consistency
   - shortcomings

3. Final Evaluation (an exit piece of writing or a portfolio)

   For an exit piece:
   - the prompt
   - grading criteria
   - scoring procedures
   - scorers and their training
   - shortcomings

   For a portfolio:
   - what would be included
   - grading (it's hard but try to be specific)
   - scoring procedures
   - a way to maintain consistency
   - shortcomings

FIGURE 2. Assessment Assignment

My hope for the teacher learners was that they would have hands-on experience dealing with ESL student writing even if they were not teaching or had never taught writing before. Although I recognize that tutoring is not the same as teaching a class, I felt this was an excellent opportunity for teacher learners to deal with authentic ESL writing. In this way, Silver (1993) article on what makes L2 writing unique resonates because it enables teacher learners to have concrete ideas about Silver's synthesis of the research. In essence, they would know by doing. They could wrestle with how and when to deal with content, organization, and grammar. It was a safe way for

them to begin to put their ideas about teaching and responding to L2 writing into practice.

To prepare the teacher learners, I assigned articles that describe L2 writing as well as models of L2 writing pedagogy (Johns, 1990; Krapels, 1990; Silva, 1990, 1993). They also read articles on peer tutoring (Harris & Silva, 1993). Furthermore, the director headed one class in which he described the objectives of the Writing Center and its typical mode of operation (based on Bruffee, 1993), which features a hierarchy of concerns beginning with unity and ending with mechanics. He provided guidelines for substantive criticism, procedures for how a tutoring session typically unfolds, and ways to provide a descriptive outline of student work. I led a discussion on the different cultural expectations that ESL students may bring to a tutorial and how to deal with grammar, especially when it interferes with higher order concerns like unity, coherence, and development. After this, I talked to the teacher learners individually or as a class to discuss any problems or concerns related to their tutoring responsibilities.

Best Practices Collection

I wanted these teacher learners to leave class with something they could adapt in future classes. The best practices collection. First, I wanted them to synthesize ideas from the various readings, assignments, and teaching or tutoring experiences. Second, I wanted them to pursue their interests and develop something they might use. Finally, I wanted them to benefit from a collective and individual effort.

We brainstormed topics, which they narrowed according to their interests. Teacher learners with similar interests banded together and then designed a task as a group; those with less similar interests (e.g., grammar) were grouped so they could use each other as resources, but they designed a task individually. I photocopied each assignment so that each teacher learner received a collection of each individual and group tasks. One example was an intercultural journaling experience in which ESL students in a particular program were asked to write weekly journal assignments focusing on differences between the students' first culture and U.S. culture. The journals were to culminate in a video orientation journal for the following years' incoming students in which students would offer advice about what they had discovered in the United States. Another task focused on the prepositions *in*, *on*, and *at* for native Spanish-speaking ESL learners. This task included a teacher-fronted description of a diagram that explained the prepositions, a small-group activity that asked students to explain the spatial relationships of these prepositions, and a homework assignment in which students collected authentic examples of writing that used these prepositions.

Literacy Narratives

I asked the teacher learners to write literacy narratives so that they could begin to see how their home discourses related to their school discourses and, in turn, how these experiences might shape their expectations of their students (see Figure 3). Teacher learners were then not only describing their literacy experiences but also explaining their understandings of literacy. They would, by beginning to make their beliefs about reading and writing explicit, understand the socially constructed concepts of literacy that governed their interaction. In addition, they might see that their

How can we teach without knowing our own histories as readers and writers? How do our histories influence what we know and do as teachers?

Reflections on Personal Experiences

1. What were your literacy practices at home?
2. Did your parents read for their own pleasure? What?
3. Did your parents write? What?
4. What kinds of books did you read as a child? Did you write as a child?
5. Are there any books that you see as influential in your life?
6. Are there any people that you see as key to developing your literacy? your academic literacy?
7. Are there any key events in your mind associated with literacy?
8. How proximate was your home discourse to your university discourses?
9. Are you a confident writer? Why or why not?
10. What does it mean to be socialized into an academic discourse? Should that be a goal for you?
11. What is your identity as a writer?
12. When you were academic prose, do you feel your identity and voice are able to come out? Why or why not?
13. What were the pros and cons of writing this literacy review?

Critical Reflections

14. Is there one literacy? Should your goal be to initiate your students into the dominant discourse? Should you/how should you support students' voices, identities, first discourses?
15. Do we support an unequal system that denies people's identities if we initiate students into academic discourse? Is it neutral to show them the way and let them do what they want with this information?
16. Should we seek a third alternative to homogeneity or heterogeneity? What is a genuine multicultural literacy?

FIGURE 3. Literacy Narratives

students would each have particular literacy histories, concepts of and experiences with literacy, and, thus, expectations of the writing classroom. By surveying their literacy histories, students can become more cognizant of their biases as they face students with similar and different literacy experiences and expectations.

Literature Review

I felt that because this was a course on teaching L2, teacher learners should be required to write an academic assignment (see Figure 4). In this way, they could be reminded of what it is like to be required to fulfill a writing assignment. It further served as a vehicle for encouraging self-reflection during the composing about assignments.

Because some topics in the course were not covered extensively and others were not covered at all during the 15 weeks, the literature review gave teacher learners the

Choose a topic on some aspect of writing that you would like to know more about that will be useful to you (e.g., portfolio assessment, peer reviews, or integrating reading) and find five articles on that topic. I would like you to review each article critically, show relationships between the articles, and discuss what these articles mean for you as a teacher in the classroom.

How many pages? Whatever it takes to say what you have to say—15 pages is way too much! A suggested format is as follows:

1. Introduce the main idea or concept in your articles, say why it is important, give some definition or explanations, and whatever else might be appropriate for an introduction.
2. Go through each article and describe the purpose, method, results, and implications (i.e., what the study means for theory/practice). Then, critique it in a way that suits your interest in the topic. Try to arrange the articles in some logical order and connect them if they are related. After you have completed the critique, you might need a general summary of the main points of your critique.
3. Devote some time and space to what you think these articles mean for the classroom. This is me is as important as the critique because I would like to believe that research is ultimately linked to the classroom.

What I am laying out here is an introduction, the body (describing and critiquing of the literature), and then implications (for theory if you want but with a focus on the classroom). I can offer suggestions for resources if necessary. I will collect the final draft the first week of April, but we will do some peer review and teacher conferences before then.

FIGURE 4. Literature Review

opportunity to pursue a topic that interested them. They could choose a topic to help them in their teaching or use this as a basis for their research. The teacher learners overwhelmingly used it for their own purposes as teachers, though two used it as an initial draft for their masters theses.

Composing Aloud Assignment

The teacher learners were also required at some point during the writing of their literature review to conduct a composing aloud assignment (Emig, 1967). This technique asks writers to tape their thoughts as they compose or revise a paper. The writers verbalize the text of what they are writing, as well as their thoughts about the process of writing. After listening to and transcribing the tape, a researcher attempts to categorize and describe the writer's writing process. I hoped that this would provide insights into this procedure as a data collection method because it has been used frequently in L1 research on writing processes (e.g., Flower & Hayes, 1980). Moreover, this might enable them to question its validity as a tool in L1 and L2 writing process research. Finally, I simply wanted teacher learners to learn more about their own writing processes. If they made part of their writing process explicit, they might develop a metalevel awareness to understand what they do and why they do it as well as how they might overcome difficulties when writing (see Figure 5).

I also wanted teacher learners to have a sense of their own writing process and the individualized nature of each class member's processes. I wanted them to sense

their own idiosyncracies, insecurities, and struggles with writing. Again, they might learn something about how they approach the teaching of L2 writing but also might empathize more with their students' concerns, needs, and fears. For example, writing teachers are often encouraged to integrate brainstorming strategies such as looping or chaining; yet, if teachers feel that such strategies are useless in their own writing process, they may understand why some students are reluctant to use these strategies. By understanding such preferences, writing teachers may recognize the biases in their instruction and why students seem to respond to some instructional strategies better than others. They may also uncover which topics they fail to present convincingly or enthusiastically and recognize the kinds of moral and affective tensions that color their teaching (Golombek, 1998).

Because several teacher learners seemed overwhelmed when I presented this assignment, I presented an alternative to composing aloud. This assignment, which required them to reflect on their writing processes as they were writing their literature review, had the same goals as the composing aloud assignment (see Figure 6). This option was important because I did not want them to feel paralyzed by the composing aloud assignment but to learn something about their own writing processes.

Peer Review

The section in the class on teacher and student response to texts was timed so that teacher learners could integrate ideas from the readings to create questions/prompts for the peer review that we did in class for the literature review. This provided a way for them to use their knowledge of peer review and address their concerns to shape what we did as a class. It also demonstrated to me what they interpreted to be key concerns in revising and evaluating their formal assignment (see Figure 7).

DISTINGUISHING FEATURES

The objectives of this course are grounded in research on teachers' personal practical knowledge (Clandinin & Connelly, 1986; Elbaz, 1983), which portrays teachers' knowledge as personally relevant, situational, oriented toward practice, dialogical, contextualized and, thus, dynamic. Personal practical knowledge includes knowledge of self (as learner, teacher, and person), knowledge of instruction, knowledge of subject matter, and knowledge of context. L2 teachers' personal practical knowledge and their experiences as teachers, students, and people outside the classroom together form an interpretive framework though which teachers make sense of their experiences (Golombek, 1998). In other words, teachers cannot be "given" knowledge, but create and re-create it as they respond to the demands of a teaching situation. In this sense, teachers understand theory and research as they filter them through their interpretive frameworks.

Narrative is seen as playing a fundamental role in how teachers interpret the past and present and give meaning to it. Storying and restorying one's life is "a fundamental method of personal (and social) growth," as well as a "fundamental quality of education" (Clandinin & Connelly, 1991, p. 259). Britzman (1991) further suggests that teachers should reflect on their experiences to become an author of that experience (p. 50). She uses the term *theorizing* to describe a lived relationship,

Directions: Consider the following questions concerning your writing process in terms of this assignment—though you can try to make generalizations about yourself as well. Write as discrete answers or as a narrative. Draw a visual representation. Set up a problem-solution organization. Make an analogy(ies). Describe your writing process in a way that suits you.

1. How did you generate an idea for this assignment?
2. How did you find sources?
3. Did you write any "thought pieces" to stimulate your ideas?
4. Did you take notes on articles? Write on them?
5. Did you use conceptual maps, loops, or any of the techniques suggested in writing texts?
6. How did you start writing?
7. Do you have a routine to get started? To keep writing? To revise? To edit?
8. Did you have others read your paper?
9. Did you think of the teacher as you wrote in terms of her expectations?
10. Did you talk to people about your ideas? To yourself as you write?
11. How much did you write in a day?
12. How long did you let the paper sit between writing sessions?
13. Do you like the pressure of a deadline?
14. Did you look for coherence?
15. Did you procrastinate?
16. Did you look at sentence structure? Variety?
17. Did you read your paper as a reader, not as the writer?
18. Did you edit?
19. How did you know you were done formulating your ideas?
20. Was your process typical, frustrating, enlightening, whatever?
21. Was your process recursive?
22. Are you happy with your product? If not, why?
23. Did you notice anything about yourself that you did not know before?

FIGURE 6. Alternative Assignment to Composing Aloud

grounded in the practices of teachers and subject to reinterpretation in the face of changing conditions. Both of these notions are similar to Dewey's (1938) notion that the goal of education is to enable learners to acquire the ability to use experience to respond to changing conditions. Thus, I hoped that the activities predicated on these theoretical notions would develop the self-knowledge, confidence, and abilities teachers need to interpret and respond to the changing contexts of teaching.

I also hoped that these assignments would help these teacher learners articulate their conceptions of teaching, enable them to name existing practice in the language of their professional community, and make their knowledge explicit (Freeman, 1993). Freeman suggests that a shared professional discourse gives a language to critique the local language, or experiences of teaching and learning. As a result,

This is the list of questions that you generated as a class. I think that they are all important questions/prompts—several questions were brought to my attention (we will talk about this later!). Choose a question(s)/statement(s) that you would like to focus on for your peer review. You and your partner do not have to choose the same question. Later, I will ask you to respond more critically to these questions (this class or next) and ask whether or not you incorporated your peers' comments (when you have completed your paper).

1. In what ways did the writer make clear the meanings of these articles for the classroom?
2. What is the thread/logic that runs through the papers that pulls everything together?
3. How does my theme, woven from the five + papers, affect the reader?
4. Am I convincing when I make an argument? What could make me more so?
5. How has the author related the articles to one another?
6. Is there a clear sense of his/her thesis?
7. Is the actual critique of the articles clear and concise?
8. Did the author clearly state the main point of the literature that is being reviewed?
9. What do you perceive the writer's main point to be?
10. What connection do you think the writer is making between the articles?
11. What do you find yourself wondering about while reading through the paper?
12. Does the author demonstrate a sense of audience and of voice to the reader?
13. Did you learn anything about your partner or about the topic?
14. Were there any surprises?
15. Do you have any general, constructive suggestions for improvement?

Statement Forms

1. Tell the writer what you think the overall purpose or point of the literature review is.
2. Ask your partner what she or he would like you to pay particular attention to.
3. Tell the writer what insights about the topic the literature review presents.
4. Tell the writer what areas of further investigation and research the review identifies.
5. Tell the writer how this paper is useful for language teachers.
6. Characterize the use of jargon and technical terms, suggesting improvements or alternative approaches if appropriate.
7. Explain how the articles fit together and explain why they are being sequenced in this particular order.

FIGURE 7. Peer Review

although making these teachers' knowledge and experiences explicit was a crucial objective of these assignments, I also hoped that they would stimulate a process of dialogue and critiquing of the experiences and key factors that shape these teachers and are part of their personal practical knowledge.

A final objective contrasts with the way teachers tend to conceptualize assignments required for a course. Assignments are often conceived as discrete elements that require students to demonstrate, and sometimes apply, their understanding of key concepts presented in a course. This course suggests that assignments be integrated so that knowledge gained in one is used in another assignment, and one assignment functions as a vehicle to do another assignment. It further suggests that teacher educators must recognize the individualized nature of each teacher learners' sense-making processes. Teacher learners come to MATESL programs with influences such as values, beliefs, experiences, and emotions that shape and reshape their conceptions of L2 learning and teaching. Examining these influences then becomes part of the education of teacher learners because it affects how teacher learners understand theory, subject matter, instructional concerns, and the context of any teaching situation.

The Teacher Educator's Story

When I conceptualized this course, I had clear objectives about what I hoped the teacher learners would accomplish. By storying what I believe students accomplished as a result of these assignments, I hope that I, too, can recognize the consequences of my choices, reflect on my teaching experience, and develop as a teacher educator.

Journals

The journal assignment to write a formal and personal critique of an article was enjoyable to read. The teacher learners clearly wrote appropriately for the two audiences. They took great liberties writing to their friends in how they used language and syntax (e.g., "I hope this loosens some lips" and "You're preaching to the choir") and how they interspersed off-topic comments. One teacher learner handwrote her personal letter and typed her formal one. The critiques, reflecting individual teacher learner's concerns, were concise and clear. Several teacher learners who were often quiet in class were strong characters in their writing. I encountered aspects of personalities, such as humor, creativity, and analytical skills, that classroom interactions failed to reveal.

The other journal assignment, the assessment prompt, turned out to be valuable for both the class and me. The teacher learners had many questions to ask of each individual or group of presenters; furthermore, their comments on each presentation were more numerous and detailed than I had anticipated. This exercise allowed teacher learners to demonstrate their knowledge and to help their peers. Rather than my voice dominating the class, the teacher learners' voices raised possibilities, suggested improvements, and highlighted the strengths of each assessment prompt.

The development of the letter to Joy Reid was satisfying to watch unfold. The teacher learners held intense discussions in which everyone seemed to participate and negotiated the writing of the letters without my interaction. This gave the teacher learners a chance to interact with Reid in a personal way, breaking down the conventional relationships between researchers and teachers.

The teacher learners seemed to appreciate the practicality of the journal assignments most. In fact, those who were teaching writing that semester used the assessment prompt they developed in their class for midterms or final assessments.

Through these assignments, they learned the evolution of L2 composition theory and conceptions of L2 writing, gained some answers to specific questions, struggled with putting notions such as responding to student writing and developing assessment prompts into practice in the face of constraints, and developed tasks they did or could use.

Peer Tutoring in the Writing Center

I had initially requested that the ESL-specific tutoring be open to basic and freshman-level writing classes for undergraduates who are nonnative speakers of English. I wanted to ensure success by beginning slowly. Fortunately, the instructors for these classes were teacher learners in my class, so we could easily discuss assignments. Unfortunately, their ESL students did not take full advantage of this service, so we opened the ESL-specific tutoring to any ESL student. This clientele was more challenging for the tutors because it included graduate students whose writing assignments were more complex and lengthy than those of undergraduate students.

Some teacher learners had many tutees, while others had few, especially those scheduled for the morning hours. Some tutors had rich and varied experiences, whereas others sat and waited. Tutors who were not teaching did receive hands-on experience with ESL writers, and they more acutely realized the struggles they felt between responding to content and grammar and struggled with where to begin. Several tutors who had their first experiences dealing with graduate student writers and who feared they could not handle technical content, learned that they could indeed work with these students. This was a helpful confidence booster for at least one teacher learner who went on to teach graduate student writers the following semester. We also learned that it is critical to monitor when ESL students use a tutoring service so that we know when to schedule tutors.

Literacy Narratives

This group of teacher learners had had very rich literacy experiences: Their parents seemed to value literacy highly and provided many reading opportunities for them. Many of the teacher learners became aware of how privileged their literacy experiences had been. Yet, all of them believed that other kinds of literacies should be recognized. These issues, throughout the course, caused discomfort: How should we foster (and not just acknowledge) home discourses and literacies, and how should we present the dominant discourse? Most agreed with Delpit's (1995) argument that minority students must be introduced to the rules of the dominant discourse. The teacher learners struggled with this in terms of responding to student papers, evaluating them, and presenting material. It is imperative to thoroughly explore teacher learners' understanding of Delpit's position so as to not simply present it as an argument for the dominant discourse.

About one quarter of the teacher learners' parents had encouraged writing through such activities as journals, travel logs, and family newspapers. Although most teacher learners described vivid, happy stories about reading, their reactions to writing were ambivalent. Reactions to academic writing were downright negative. Many of them recognized the ambivalence about writing of their students in themselves. Many of them also recognized that their literacy experiences were largely about influential relationships. For example, one teacher learner whose intelligence

was questioned in school received validation about her intelligence from her reading experiences with her grandmother.

Composing Aloud and an Alternative Assignment

More teacher learners chose the alternative assignment over the original composing aloud assignment. Those who did the composing aloud expressed frustration because they found it hard to manage the demands of writing and those of the assignment (and questioned its viability as a method of data collection in L2 research). For example, one teacher learner found herself swearing during the taping, and she felt this was unacceptable for the assignment. One nonnative speaker of English tried to do the composing aloud assignment but stopped immediately because she became anxious while trying to speak English. Several noted that their ideas unfolded rapidly, but articulating those ideas out loud slowed their writing.

The write-ups for both assignments ended up being similar. In both, the teacher learners wrote narratives that highlighted the insights they gained about themselves as writers. Several students, for example, believed that they procrastinated too often during their writing processes but discovered that they were internally composing or revising during activities that seemed like delay tactics. This made them feel less guilty about and critical of their writing processes. One unusual text was filled with description and alliteration, and a narrative about royalty (me) who sent a knight (the teacher learner) on a journey of self-discovery.

Literature Review

The literature review enabled the teacher learners to acquire content knowledge about an area that interested them. Moreover, they were required to make personal sense out of the articles in the discussion section. Many expressed that they were not allowed to do this in most of their other classes and expressed appreciation for the opportunity to articulate their ideas. I wrote questions to teacher learners who wrote about implications for generic classrooms. They contacted me by e-mail with more detailed responses to contextualize their interpretations.

The teacher learners clearly demonstrated that they could draw practical applications from the articles. Some detailed how they might use ideas learned from writing the literature review. One teacher learner, who described the writing of her literature review on responding to student writing as pivotal, listed 15 key points she would consider when responding to a paper. Another eloquently described how she should respect the uniqueness of her students. Others who felt the review offered few new ideas for their classroom could explain the deficiencies in what they read. For example, one teacher learner described weaknesses in the literature on teaching L2 writing and children, thereby offering explicit descriptions of some of her practice and rationales.

Peer Review

The responses were compiled to show the range of possible foci a peer review could take. Though many of the responses were similar, their wordings showed the nuances that these prompts could have. This showed the similarities and differences that student concerns might entail. The comments showed me that students had a consensus as to what was important in writing. At the same time, several students

presented ideas that many of us had not considered, for example, questioning the presence of the author's voice and the use of jargon.

Best Practices Collection

The topics for the tasks varied greatly, including grammar, style, journaling, and basic principles of academic discourse. These tasks revealed teacher learners' perceptions about how to teach writing and were extremely informative for me as the instructor. Again, this assignment was comprehensive in that they integrated readings, tasks, and experiences from the entire semester. Although the process of developing the tasks was valuable, the teacher learners greatly appreciated the products. Several teacher learners, who then taught writing, told me how they used particular assignments in a writing class and gained confidence in themselves as writing teachers because of the assignments they developed.

PRACTICAL IDEAS

An objective of this course was to have students make their personal practical knowledge explicit and then examine it, with the point being to emphasize the importance of who the teacher is in any teaching context. Of course, there are many levels to both who teachers are and what the context is, so teacher educators need to understand the emotional, intellectual, and sociopolitical goals that they hope teacher learners will achieve. These activities could be modified easily for other types of classes to enable teacher learners to become cognizant of the experiences, beliefs, or other factors that help shape them as teachers.

Assign Journals

The key to journals is to create journal assignments that are authentic and require teachers learners to interpret a teaching context. For example, a professional letter that critiques an article is akin to a reader reaction in The Forum section of *TESOL Quarterly*. Or, teacher learners could write to the actual authors if they were willing to respond. Also, teacher learners could be asked to apply their understandings of readings by situating them in a teaching context they are or might be in. The application could be something like an assessment prompt, a task or series of tasks, a lesson plan, or evaluation criteria.

Create Tutoring Opportunities

Having teacher learners tutor provides a way for them to make sense of the content of a course by doing. Tutoring could obviously be used in a course that focuses on methodology or skills (e.g., teaching ESL reading, speaking, listening, writing, and grammar). It could also be used in a course on second language acquisition (SLA); the primary objective would be to help an ESL student in some particular area, and the second objective would be to observe the student according to key concepts in SLA. These objectives could guide tutoring sessions for classes on discourse analysis, intercultural communication, and testing, for example.

Develop Composing Aloud and Alternative Assignments

The objective of a similar type of assignment would be to have teacher learners reflect on how they do something they could possibly teach. Although the composing aloud assignments focused on an individual's writing process, this task could be altered to examine how a person reads, prepares for a public speaking engagement, attends to a speaker when listening to a lecture, or does research in a class. The students could be asked to consider how they do this in their L1, in an L2, or how these processes differ or are similar in their L1 and L2.

Commission Literacy Narratives

The literacy narrative can be seen as a personal history of literacy experiences. If this task is conceptualized as an autobiography, it could be adapted to meet instructional goals in many courses. For example, the use of language learning autobiographies could be seen as analogous to trying to discover how a person's literacy practices developed. In a course on intercultural communication, students could be required to write narratives on their experiences communicating with people from other cultures. Again, there is not a set group of questions that should be inserted in each assignment; rather instructors would need to consider their goals and design appropriate questions. Still, teacher learners could be asked if their parents participated in and encouraged them to participate in intercultural communication, to describe a key person or event in their experiences with other cultures, to examine what they view intercultural communication to be, and to consider the implications of their definition for communication and classroom instruction.

Even a course on research methods could benefit from an assignment that questions what teacher learners consider research to be, whether or not they have conducted research, and how they feel about reading and writing research. Answers to these questions could result in a provocative discussion of the research-versus-practice dichotomy. By questioning what conducting research means, who can conduct research, and what the sociopolitical implications of these two questions are, teacher learners can expand their conceptions of professional identity.

Request a Literature Review

A literature review could be used in many courses (e.g., methods or skills classes) but not as a purely academic assignment. However, a review could also be used, for example, to help teacher learners develop strategies in intercultural communication or to provide a rationale for a test they developed. Teacher learners should be required to make personal sense out of the articles by requiring them to draw implications for their own classrooms. The literature review could also be used to help them manage tensions they face in a classroom; that is, the teacher learners could develop strategies to deal with a tension on the basis of what they have read. The review, conceptualized as a way to develop alternative strategies, could also be used more systematically within an action research project.

Encourage Peer Review

My objectives for doing the peer review in terms of writing pedagogy are not applicable to all courses. Still, group design of appropriate questions/directives for

the peer review, based on what has been discussed throughout a course, would enable the instructor to learn what teacher learners perceive as important.

Invite a Best Practices Collection

A best practices collection would be an ideal way for teacher learners to integrate ideas from a course comprehensively, thereby demonstrating their understanding of class content. This assignment could be graded according to strict criteria. Teacher learners could work as individuals, with partners, or in groups. Tasks could be started early and then revised later in the semester as teacher learners develop their ideas. These collections could also be used by the MATESL program as instructional support for those teaching in the program, for example teaching assistants. They also could become part of a teacher learner's portfolio. If a program lacks a course on materials development, this assignment could be presented systematically within a materials development perspective.

CONCLUSION

By focusing on what these teacher learners know about themselves, especially as writers and writing teachers, I hoped these teacher learners would make their personal practical knowledge about learning and teaching L2 writing explicit by storying and then questioning it. I further hoped that these activities would enable these teacher learners to recognize the factors that work to shape their interpretive frameworks, or their sense-making processes.

Who we are affects how we teach. By recognizing our influences and the individuality of our students, we may be more willing to adopt different instructional strategies. We can begin to understand why it is crucial not to teach to generic people or goals. This experience may enable these teacher learners to recognize the theory that their stories embody and, thus, to develop their conceptions of L2 writing and their practice further as they face the challenges of teaching.

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CONTRIBUTOR

Paula R. Golombek is coordinator of the International Teaching Assistant program at The Pennsylvania State University, in the United States. Her research interests in teacher education are in teachers' knowledge and teaching L2 writing.

CHAPTER 7

Becoming Contributing Professionals: Nonnative-English-Speaking Teachers in an EFL Environment

Tim Murphey

> If you treat people as they are, they will remain as they are; if you treat them as they ought to be and could be, they will become as they ought to be and could be.[1]

INTRODUCTION

As a new MA student, unsure if TESOL was for me or not, I started teaching in the University of Florida's English Language Institute. Each week, the MA part-time teachers would meet with the directors to discuss how our classes were going. The eight or nine of us took turns describing what we were doing in our classes and bringing up questions or problems we had. Once, after explaining how I was using radio weather broadcasts in my classes, the assistant director, Pat Byrd, suggested I write it up into an article. I was stunned and excited to think that someone wanted to hear my idea. She made me feel like I really had something to contribute. I dared to write it up, and it was published (Murphey, 1976) in one of several publications she was editing at the time. I think I joined the profession that day. I got excited about my field, it was creative, it wanted my input. I was not just learning it, I was creating it!

As a teacher educator, I wish to create an environment in which teacher learners—teachers in pre- and in-service preparation—can become contributing professionals, that is, professionals who do research, write articles, present at conferences, and are continually developing. In this case, I propose that when teacher educators treat teacher learners as researchers, writers, and presenters, and structure these elements into teacher education courses, they invite teacher learners to step into these professional identities that enable them to become more quickly, as Goethe says, what they "could be." Behind this rather simple proposal is an even more generalized one, namely, that whatever you want people to learn to do, if you find ways to get them to do it, even in small ways, they will learn it. To a great extent, doing it teaches them how to do it.

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[1]The paraphrase of Goethe's "Treat a man as he is and he will remain as he is. Treat a man as he can and should be, and he will become as he can and should be" is from http://www.geocities.com/Athens/Delphi/4360/q-goethe.html.

BEST COPY AVAILABLE

Drawing on Vygotskian sociocultural theory, I propose that teacher learners can be eased into these roles when teacher educators provide access opportunities within learners' zones of proximal development, that area of possible learning in which they cannot quite do things alone, but can do them with the help and organization of others. In what follows, I describe what I call *access structures*: homework assignments (action logs and risk logs) geared toward action research to give teacher learners data to report on, publications for them to write for, and small conferences where they can present. These access structures are ways for teacher learners to be researchers, writers, and presenters in small ways at first and, at the same time, develop their professional knowledge about themselves, their students, and the contexts in which they teach. These access structures also encourage more systemwide changes as these teacher learners become peer role models (Murphey, 1998a) for other teacher learners in similar situations.

CONTEXT

I have taught in a small masters of arts program at Nanzan University, Nagoya, Japan, since it began in 1992. It was designed mainly for junior and senior high school teachers who come to classes as many as 3 hours an evening, four times a week, while they continue working in their regular full-time positions.

One of my courses, Oral Communication and Interaction, has as its principal goal to stimulate more oral interaction in English in public schools. Because of an outdated and unfair entrance exam system that seems to have a hold on Japan's English language instruction, public school teachers typically only teach for these exams in Japanese in the hope of getting their students into good universities. That teachers' highest concern is their students' futures is fine. I merely contest the belief that this means they can not use English. Using English, many claim, slows down the process of banking all the knowledge students need for these exams. I contend that when teachers use more English, their students see it as useful, and their enthusiasm enables them to actually study more and longer than they otherwise would only for the exams. The upshot of the current situation in junior and senior high schools is that most students do not hear much English, have very little interaction with the language, and actually speak little, if any, after 6 years of study. My hope for my teacher learners is that they would themselves become contributing professionals and teacher collaborators in their own school systems upon completion of their MAs and continue to spread the things they learned with us.

DESCRIPTION

Oral Communication and Interaction

This year-long course, with grades given at the end of each semester, seeks to provide ways that teachers can make their own teaching more effective through their own continual development and contributions to the profession. Topics are presented by the teacher educator as well as suggested by teacher learners in order to make the course as relevant as possible to their immediate concerns. Participants have requested things such as adapting textbooks to communicative language teaching, motivating students, teaching for exams interactively, and handling problem students. Topics presented by the teacher educator included, among others, the use of

Total Physical Response (TPR), music, grammar games, enjoyable dictations, meaningful recycling and repetition, presentation skills, video, elements of Suggestopedia, effective handouts, demonstrations rather than explanations, enjoyable homework, group dynamics and friendship facilitation, peer role modeling, action research, and a host of psychological concepts.

At the beginning of each course, students are informed of the following six requirements (described in more detail in the next section): action logging, risk logging, self-videoing, in-class presentations, presentations at an open-to-the-public miniconference, and a short article suitable for a teaching publication. Each of these might be put on a continuum from a small effort/risk to progressively larger efforts/risks. The beginning tasks provide data on their own classes for use in progressively more professional and contributing forms of practice later. Each of the requirements naturally feeds into the others and, in fact, all six involve one specific research topic.

DISTINGUISHING FEATURES

Along with the description of each distinguishing feature are comments (uncorrected) gleaned from the end-of-the-term feedback provided by a group of teacher learners in July 1998.

Action Logging

Action logging (Murphey, 1993, 1997, 1998b) entails listing the graduate school classroom activities; evaluating them for their usefulness, interest, and difficulty; and then commenting generally upon the class. The teacher learners usually write in a standard-size notebook at home as soon after the class as possible, and then turn in the notebooks a few days before the following class so I can read it, learn from it, and comment if needed. I return the log notebooks in the class following (see Figure 1 for a sample assignment).

The goal is to get teacher learners thinking reflectively from their students' point of view and giving feedback. Action logging allows teacher learners to contribute more to the graduate school class, and eventually they can do it in their own classes as a way of learning and collecting data from their own students.

Class 3 ***April 30, 1998***

Activities	*Useful*	*Interesting*	*Difficulty*
Sharing risk logs	B	B	easy
Teacher modeling TPR	A	A	easy
Student creating routines	A+	A+	difficult
Videoing routines	A	A	OK
Discussion	A+	A++	Flow!

Comment:

Creating our own TPR routines to teach was fun. The video was even more fun to watch. I really appreciated what my partner said about learning more when we are moving and how we brainstormed ways to get our students' bodies more involved with learning.

FIGURE 1. Sample Assignment

Teacher learners report that action logging helps them communicate more with the teacher educator, remember material more, and generally reflect more about the concepts. For example:

> I could ask you questions that I couldn't ask you in class in the action log!
>
> Owing to the activity, I can still recall each class vividly. That is, action logging enables learners to develop their positive attitude toward learning and autonomy and enables teachers to grasp the degree of learners' understanding of the class and their emotional change through the course.

Some teacher learners also become excited at the feedback from their own students when they start using action logging in their schools:

> As a teacher, the system of action log is a epoch-making idea for me. Before I took this class, I didn't have any way to get feedback from my students. I felt uneasy if my students understand my class or not because they rarely expressed what they felt. But now, I often ask them to give me feedback as an action log at the end of class. I can know what students understood and what they didn't. Also I can improve my teaching method following my students' proposal (sometimes they give me an great idea!). As a student, action log was useful to look back the class. . . . If I had a chance to see other people's action logs, it would help me more . . . I could change my class adjusting [to] my students.
>
> I have notice the importance of teachers' paying more attention to the emotional and psychological state of students. After each activity, I asked my students to fill out questionnaires and to do self-evaluations. This feedback really helped me improve my teaching. In the space provided for any comments, they often mentioned their emotions and feelings: "I feel I have improved . . ." "I feel relaxed . . ." "Advice from my classmates made me happy . . ." etc. It was beyond my wildest dreams that so many students commented that they truly enjoyed the various activities that I had prepared for class. I feel when they see me struggling with English they are encouraged to use more English. Thus, my efforts to provide interesting and interactive activities have been rewarded.

When teachers regularly ask their students for feedback on their teaching and classroom activities, their students become their educators: creating their own communities of inquiry (Wells, 1994), that is, groups of people searching collaboratively for ways to improve what they are doing. Seeing teacher learners citing their own students in their feedback tells me that they are tapping into this source of continual teacher development.

Risk Logging

Students are asked to take one small risk when teaching each week and to write about it. It could be anything, but preferably related to the graduate school course that week. It could be something as simple as wearing something unusual, using background music, drawing something on the board if they never have, or simply doing the opposite, as Fanselow (1987) suggests. My goal with the risk logs is to get teachers to try new things and have them see how valuable feedback from their students can be. Thus, they begin exploring the impact of different teaching

techniques and ideas collaboratively with their students. Taking these risks and getting feedback allows them access to a form of group thinking "beyond their own skin" (Wertsch, Tulviste, & Hagstrom, 1993, p. 337) that can powerfully inform their teaching. This access to collaborative inquiry not only makes their eventual research more valid, because data are supported by other voices, it provides relief from the misguided belief that research is something you do alone with your own thoughts. Keeping risk logs (doing a small new thing and asking for feedback) also seems simple to teachers, and it is. In fact, they are being eased into action research without using the scary "R" word. For example, when we discuss TPR, they can try doing a TPR routine in class and then write about what happened. For example, one teacher wrote,

> Students were looking bored half way through class Monday, so I did English stretching. At first they didn't want to get up, but they did it and then we started stretching "to the right, to the left" and "touch your shoulders to your ears." They had fun, it seemed. I still don't know if I can do TPR regularly, but now I noticed it is good for a break. Students seemed more awake after. Me too.

Teacher learners often mentioned that taking a risk a week pushed them to change, develop, and apply what they were learning:

> Without Risk log, I would have forgotten to try something new. Also in class, I could pay more attention to students' feedback in each activity. Even in everyday life, I started looking for something I can use in teaching. . . . I could learn to design my class from the viewpoint of learners.

I also ask teacher learners to write a summary of the risks they took at the end of the term. This allows them to see a progression in their development:

> I can find my development from some risk logs. In the beginning of the series of logs, there are comparatively many expressions that show my anxiety of speaking English before my students. But I have accustomed to speaking English before others during this class and have reduced my anxiety of making mistakes before my students through learning with my peers. . . . I believe that I have achieved my development as a learner and as a teacher.

Before turning in their risk log summaries, I ask them to have two other teacher learners read them and comment on them. Here again, as in the action logging, teacher learners explain that they are interested in reading more of their peers' work. They learn from each other's logs as they become peer role models for one another. One student's comment to another illustrates this:

> What impressed me most after reading your risk log summary was that you actually applied what you had learned in the course to your students. . . . I could tell how hard you've worked as a graduate student for the last three months.

Self-Videoing

In order to encourage self-reflection, teacher learners are regularly videoed in the course giving short presentations of a few minutes in length, at first, and then gradually longer ones. All teacher learners bring their own videotapes, which are put

into the camera for their presentation. Then they view them alone for homework and comment on them in their action logs.

The first video may just be a self-introduction to get them accustomed to looking at themselves on video. In later weeks, it may be a part of their language learning history, a description of a good teacher they had, a student they had trouble with, a method they like, their goals in the classroom, or other topics they decide to discuss. These are followed up by reports of their risks and, eventually, by full-class presentations of methods and readings that we have done.

Teacher learners are also asked to video one of their regular classes twice a semester, once at the beginning and once near the end, and fill out an observation form, a copy of which goes to the teacher educator. They are asked to compare the two videos at the end of the semester and to write about the changes that have happened in their teaching style. The changes are overwhelmingly ones they instigated themselves after viewing their first full-class recording and learning from our short in-class presentations.

Observation by others is rather intimidating and time-consuming. If teachers can see themselves on video, much adjusting can be done without anyone telling them what they need to change—most of it is clear to them. If they do not recognize a problem, they may not be ready to change it anyway. Once their self-esteem is high enough, teacher learners often start exchanging videos with one another to get comments. This can be suggested by the teacher educator, but I feel it would be too uncomfortable were it to be made a requirement. Lohrick and Biggs (1983) and Dowrick (1991) provide evidence that such videoing promotes self-modeling and cite many uses in therapy, sports, teacher-teaching, and public speaking in which the filming of one's own optimal performances and their multiple viewing helps subjects perform consistently better. Obviously, what we video is not always positive, and my teacher learners regularly comment on things they dislike about their performances and that they work to change. It is clear that the videoing gives them more specific data on which to base their evaluations of what they are doing in order to make plans for quality changes. At the same time, seeing themselves give small presentations in English before their peers does increase their self-esteem and desire to do even better. They then allow themselves to imagine presenting to larger groups at conferences. Thus, the videoing provides them access to clear data used to make improvements and to boost self-esteem.

Teacher learners' responses attest to the above points:

> I didn't like this. I hated to see myself in the video, but it is true I could see the defects in my speech. As a teacher, I need to improve my speech as much as I can. After seeing the video, it was easier to change strange gestures because I saw it in the video. I had been told that I spoke too quickly or too much. After seeing the video, I "know" I spoke too quickly and too much. I could feel it and it was easier to change.
>
> It was interesting to see the audience's reactions later. . . . I should be careful of my facial expressions. I looked angry when I was nervous.
>
> By watching my video tape I could tell that I had not looked nervous at all and how much the audience enjoyed the activity in my presentation. That indicates that being video taped was necessary to reflect our own presentation correctly. Our impressions on ourselves sometimes are wrong and watching

ourselves actually presenting on video helps us correct our misjudgment of the results.

Presentations in Class

These presentations may be similar to seminar classes elsewhere in which teacher learners present their reactions to a chapter or article, but gradually they become more elaborate as the participants experiment with different openings, storytelling, and activities for the audience. For example, they learn how and then practice opening presentations with personal anecdotes related to the theme to personalize the information. They prepare activities that demonstrate ideas rather than simply explain or describe them (e.g., they would actually give a few dictations when presenting on dictations).

The self-videoing segments sometimes coincide with their class presentations later in the semester. The videoing helps teacher learners present better and shift their communication styles from lecture only to participatory dialogue and group activities. Teacher learners say they spend a disproportionate amount of time on their presentations because they are so nervous and feel responsible. Yet, they find the presentations often change them the most.

The goal of the presentations in class is to allow them to become comfortable speaking English and presenting their classroom research to an audience of peers through incremental steps, first in class and then at a miniconference. Having this experience provides most teacher learners with the self-confidence necessary to continue presenting to their peers and gives them access to wider networks of professional activities:

> Though it was hard to prepare, I enjoyed class presentations. I think I could learn more when I made presentation.
>
> . . . as I have experienced the presentations several times, I have been used to expressing my understanding of the assigned articles and summarizing them in an understandable way. And what is the most important, I could realize how difficult it is to present something using some activities helpful to understand it.
>
> I could learn how to overcome my stage fright after repeating some frustrating results.

Presentations at an Open-to-the-Public Miniconference

The self-videoing segments, presentations in class, and the open-to-the-public miniconference are placed along a continuum progressing from small risks to larger ones to allow teacher learners to gain confidence and get used to presenting in English. The final presentation, open to the public, is also videotaped, and teacher learners report their reactions to it.

Typically, the miniconference presentations have been 15–30 minutes long, depending on the number of teacher learners who have to present within the 3-hour limit of the miniconference, which often includes invited guest speakers plus a 30-minute coffee-break midway through. Teacher learners usually present in parallel sessions, so participants have to choose which ones to go to. Many students say that the miniconference presentation was the most difficult and time-consuming task of

their graduate school career, and at the same time the most rewarding, because they were presenting in English to an audience that was partially composed of native speakers.

I attempt to calm their fears through stress reduction techniques and by suggesting that they are simply presenting an attempt at change in their own classes (action research) and actually asking the audience for feedback and comment. Still, the typical Japanese conception of a speaker is that of an expert, and they still feel they should be able to answer all the questions that might be asked. In discussing this with them, they have told me that it is not acceptable for a speaker to answer "I don't know" in the Japanese context.

My goal with this activity, perhaps more than any other, is to really have them take a small step into the big pond of professionalism by presenting to peers they do not know. I can honestly say that for many of them it is a transformational event. The miniconference makes many of them feel truly a part of a larger community of teacher learners interested in making a difference in their classrooms. Access to that feeling of inclusion is a big step. However, the steps that went before it were also very important in getting them up to this point. The excitement of becoming more professional themselves is evident in their comments:

> Having an opportunity to present in front of stranger, who are professionals, is very precious one. . . . Because of the mini-conference, I became to feel that I want to study and learn more.

> It was a pressure, but an exciting experience. . . . Speaking in front of people and sharing my ideas with others gave me a sense of responsibility.

> After my presentation many people spoke to me. I dared to ask some of them if they noticed [my mistakes]. None of them noticed and they seemed to understand the whole of my presentation. A lady gave me a kind of applause. She said to me, "If I could have taken your class in my school days, I would have enjoyed learning English. . . ." I couldn't believe that I could impress my participants like that through my presentation. I was so glad and satisfied to hear such applause.

One teacher, near retirement, also commented how using her own students' feedback in her presentation on learning strategies allowed her to see how valuable such feedback could be:

> I learned the importance of getting feedback from students. Of course I haven't neglected my students' small complaints or requests. I've always paid attention to my students' facial expressions or responses during classes, and tried to improve my lessons. However I seldom gave feedback paper to them. To collect data for mini-conference I gave them questionnaires after an interval. I had expected part of their answers, but part of them I didn't anticipate. It was worth giving them feedback papers. And to present this data was worthwhile, too. They must be new to many teachers too.

Several teacher learners mentioned that what they learned from the presentations was relevant to their teaching:

> I have learned how to deal with my stage fright and it will be very helpful when I help my students speak in front of others without suffering from nervousness.

> Actually, the process of preparation for the presentation was more useful than the presentation itself. I examined how to speak, gestures, where to stand, and how to use the white board. . . . I can apply what I learned to my class.

A Short Article Suitable for a Teaching Publication

In preparation for their presentation, teacher learners are asked to write a brief article about their topic that will help them clarify their ideas. These are often done in time and of good enough quality to put into Nanzan's *LT* [Language Teacher] *Briefs*, a newsletter published once a semester. The *LT Briefs* is what I call an *access publication* in that it allows busy teachers the chance to publish short useful ideas and reports without a lot of data and a long review process. It comes out a week before the miniconference and is mailed to local teachers on our mailing list and passed out to the English teaching staff. On the back cover is the program, with the teacher learners' names, schools, and presentation topics (see the Appendix for a recent example). The newsletter regularly contains short pieces by teachers from all levels, native and nonnative speakers, past and present graduate students, and even an occasional undergraduate student. Teacher learners are usually overjoyed at seeing their names in print with an article in English. Such publications are especially important in a country like Japan, where for most teacher publications, articles are written by invitation only, and there is no open submission policy, leading to a restriction in the variety of teacher voices and positions aired.

My initial goal for the pre-presentation publication is to have teacher learners begin to reflect by writing about their topics. However, the fact that their work will be published seems to open their minds to many more possibilities. That their articles are given value by the small Nanzan University community makes a big impact on them, and they feel they then have more access to the professional community:

> I was very happy and excited when I saw the LT Briefs! That was my first time to see my writings published. That made me feel good since I was like a professional. I think publishing articles make people have confidence and self-esteem.

> It gave me much confidence in myself. I have read some back numbers of LT Briefs. Whenever I read them, I always thought those researchers were sure of being so able that I couldn't reach them. I was and am very happy to have my article published. . . . I would like to write another article to a magazine or a booklet.

After their presentations, teacher learners are asked to rewrite their article using the added information and depth that comes from presenting ideas in public and to turn it in to me before final grades are due with a self-addressed, stamped envelope. I read and return them by mail with the suggestion that they revise and correct what I have noted. I usually also suggest that they submit the redraft to a particular publication, whose address and requirements I also attach. At this point, I am hoping to bridge the gap between course requirements and professional engagement and have them attempt to join the ranks of contributing professionals who enrich one another's teaching by sharing their ideas more widely. Of course, I only know if they actually followed through when I see their names in print. We have also experimented

successfully with publishing collections of student-teachers' short action research reports in booklet form (Murphey & Sasaki, 1997).

However, the real test for the process of becoming a contributing professional is if they actually take the initiative beyond course requirements. As of this date, a good number have indeed continued researching, publishing, and presenting. Four have published in national publications and four in international publications; six have presented at national conferences and one at three international conferences; and one has received a Fulbright award for further study in the United States. There has also been several past teacher learners who have organized their own professional development study groups locally. I find it a shame that so much of the teacher research done never gets shared. And (to paraphrase Laing, 1968, p. 26) to that precise extent, we are, as a profession, so much less than we could be.

PRACTICAL IDEAS

There are seven practical ideas that teacher educators could begin using immediately, adapting them to their own contexts: the six above and one concerning action research. The information I have presented shows that they can work effectively to engender professionalism and continual teacher development. The practical information below can help ensure their smooth implementation.

Adapt Action Logging to Your Context

Action logging works better when teacher learners are initially given a format to follow and possibly a few examples from previous teacher learners' logs. Allowing them to read each other's logs in the first few classes also allows them to get an idea of the different ways they might approach it. Certainly, if there is some aspect that especially concerns teacher educators particularly, they can ask them more directly to comment on it. Reading and responding in the logs usually takes only a few minutes each; however, occasionally there may be something that demands more attention.

I used to photocopy pages from their logs that illustrated certain things I thought I might use in my own research, and I kept files of them. More recently, I have begun typing their comments directly into the computer, careful to cite their name and date of entry. Some teacher learners have also started doing their action logs on e-mail, which makes citation, archiving, and responding quicker. I ask these learners also to print out what I send back to them and bring it to class so they can share logs in the next class.

Engage in Risk Logging

Risk logging can be used in a similar fashion to the action logs; however, I usually get them to share the risks at the beginning of class each week. Teacher learners often request lists of possible risks that they can try, and I have encouraged them to keep the risks small and to get some sort of feedback from their students. Keeping summaries of risks from past learners and giving copies to new ones will also give them plenty of ideas. My responses to the risks often come in the form of asking them to ask questions that gather more quality information from their students. Instead of, "Do you like background music while you talk in pairs?," they might ask,

"Did you like the background music you heard today?" and "What other kind of background music would you prefer?" and "Would you like me to play more background music the next time you talk in pairs?" I also ask them to use a 5-point Likert scale and the same questions over a series of days so they can get an idea of how students change.

Have Teacher Learners Videotape Themselves

Videoing in the graduate school class is relatively easy. Teachers bring their videotapes each week wound to the end of the last segment. Most high schools now have video equipment, or teachers themselves have it privately. When they do not have access to one, I loan them a camera from the university for a day. I usually demonstrate the full-class videoing in the first class by simply setting up the camera on a tripod in the back corner of the room and turning it on and teaching. Near the end of class, I explain to them that I have videotaped the whole class and that I will look at it and see how I did and get another perspective on the class. Thus, they realize that no camera person is needed and that it can be set up facing the teacher and be almost unnoticeable in the back of the room. I tell them if their students ask why they are doing it to tell them that they want to improve their teaching. Another option is to have the camera in the front corner so that one sees the students' reactions, rather than the teacher, for a different point of view.

Assign In-Class Presentations

Presentations in class by student-teachers are organized in class according to the readings that we have selected for the semester, and I either ask for volunteers or give numbers to people; we then pull them out of a hat to decide who presents in what order. I typically give a demonstration presentation the first class to allow them to see and experience a little of what I expect (demonstrations through activities and organized discussion). I also mention a few things they are not to do, such as reading from a prepared text and lecturing too much. We usually try to have shorter presentations the first few weeks and then longer ones later. Getting them to work together on a presentation is also a good experience. Occasionally, a teacher learner will go on too long, and I gently say that only a few minutes are left to summarize. Learning to time presentations according to the clock is essential when the miniconference comes around. I usually give them feedback on their presentation immediately after class if possible, and I may comment on it later in their action logs when they write about it.

Encourage Miniconference Presentations

Presentations at a miniconference are announced to as many sources as possible, and we invite an outside speaker or two to kick off the conference with an opening session for everyone. I also invite a local store to exhibit books in a refreshment area so that people can browse books during the coffee breaks and postconference pizza party (see the Appendix). We often give out name tags to help people get to know each other and have them sign up on our mailing list so they will get the next *LT Briefs* announcing the next conference. I usually get students to set up a welcoming area for participants and to run the video cameras for their classmates. I also ask

them to be timekeepers for each other and give a 2-minute warning near the end of their presentations.

Create Access Publications

Access publications, such as *LT Briefs*, are relatively easy to set up with desktop publishing and can even be handed over to the graduate students to do if they are sufficiently organized and motivated. I have been lucky enough to find colleagues to help out with proof reading and layout as well. My goal, however, is to have students gradually assume more and more of these duties.

When submissions are below acceptable standard and cannot be edited into shape easily, I simply offer comments on them for revision and return them to the students asking them to resubmit for the next one. We send out *NT Briefs* a week before each miniconference to those on our list and then hand them out at the conference as the program.

Facilitate Action Research

Action research has become a popular concept. However, the term still contains the scary word for teachers: *research*. EFL teachers in particular seem either very hesitant to consider doing any kind of research or overgeneralize the scientific part of it and treat their students like laboratory animals. I prefer to get teacher learners started, unobtrusively and in a small way, with risk logs and then let them know what they have been doing.

The times when I have first presented action research formally, I have gotten negative responses from teachers in practice. They find it possible when I just tell them to "Do something new for three classes, get feedback from your students each time, and adjust as you go. Write what happens in your risk log." Then I can say, "You have been doing action research" and teach them to fine-tune the process.

CONCLUSION

I believe these seven access structures allow teachers to generate, progressively, behaviors that help them become more professionally reflective, contribute as professionals, and develop their own communicative competence in English. They allow them to join and create locally professional language teaching communities of practice and explanation (Freeman, 1994). Doing this in turn opens up the possibility of joining wider groups, nationally and internationally. These access structures are actually content-free and could enhance the effectiveness of almost any teacher's course, individually or together. Many graduate programs probably already include several of these structures, and their impact may be enhanced by entertaining more of them.

Teacher educators are probably best situated to create access structures such as small conferences and publications, which sow the seeds for beginning professionalism to take hold in their own communities of inquiry. Granted, we may never see how far those seeds spread and grow, nor know how much of an impact we have had. But I guarantee a smile when we see our students' names in print on conference programs, articles, and books. Sow; just do it!

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CONTRIBUTOR

Tim Murphey teaches at the Graduate School of English Education, Nanzan University, Nagoya, Japan. He has books with Peter Lang, Oxford University Press, Longman, and Macmillan Languagehouse. Peer role modeling, learner and teacher development, communication psychology, children, and snow-boarding are present passions.

APPENDIX: SAMPLE MINICONFERENCE PROGRAM

Nanzan's 12th ELT Mini-Conference
Wednesday, July 1, 1998 18:00-21:00
For Teachers and Teachers-to-Be

Nanzan University, L Building 11, 13, and 14
Free for anyone

Special Guests: Nanzan University teachers

18:00 Duane Kindt - SOCC-Talk: Students' Own Conversation Cards
18:20 Larry Davies - Human Connections on the Internet

L-11

18:45 Saiko Kubota (Nanzan Grad School)	Teachers Speaking English in Class
19:00 Yoshiko Shiroyama (Showa HS)	Shadowing with HS Students
19:15 Mamoru Naya (Okoshi Tech. HS)	Small Attempts with Collaborative Learning

L-13

18:45 Kyoko Ibusuki (Nanzan Grad School)	Multiple Intelligences
19:00 Yoko Oono (Nanzan Grad School)	Increasing Motivation to Talk
19:15 Hitomi Kuwayama (Nanzan HS) and Hiroko Arao (Nanzan Grad School)	Teachers' Empathic Ability: A Key to Motivating Students

19:30 Coffee Break, Asano Book Display L-14

L-11

20:00 Mari Hakamata (Nanzan Grad School)	Music in the Classroom
20:15 Reiko Nohara (Meisei HS)	Good Learner Strategies in HS
20:30 Ryouichi Yamada (Fuwa HS)	Change is Possible

L-13

20:00 Mie Takasu (Nanzan Grad School)	Visualization and Self Talk
20:15 Nobuko Kobayashi (Toki Kita HS)	A Self-Introduction Exercise
20:30 Mihoko Okada (Toyota Higashi HS)	An Oral Interview Test for OC-A

Sign up at the reception for pizza at the end of the conference
Thanks to Asano Book Store for the exhibit of books

CHAPTER 8

Integrating Computer-Mediated Communication Tools Into the Practicum

Lia D. Kamhi-Stein

INTRODUCTION

The practicum course, an important component of TESOL education programs, relies on the assumption that teachers-in-preparation and the teacher educator will engage in a collaborative relationship (Freeman, 1990). However, the nature of the traditional practicum course, involving the placement of teacher learners in various classrooms and schools, very often leads to a feeling of isolation and anxiety (Dong, 1997) and to the construction of knowledge in an idiosyncratic manner (Schlagal, Trathen, & Blanton, 1996). This chapter presents the case of a practicum course in which these limitations have been overcome by engaging teacher learners in a variety of activities that require the use of computer-mediated communication (CMC) tools as a means to promote teacher development along with the development of technology competence.

The chapter includes a description of the MA TESOL program in which the practicum course is implemented and presents a profile of the teacher learners enrolled in the program. The chapter also focuses on the structure of the practicum course, including CMC-based tasks and assignments, and the features that distinguish the teaching practicum from other practicum courses. I have explained how the use of CMC-based activities facilitates meaningful exchanges of viewpoints and allows teacher learners to find answers to common problems together. The chapter also presents ideas for program adaptation and implementation and a conclusion summarizing the salient ideas presented in the chapter.

CONTEXT

The MA TESOL program at California State University, Los Angeles (CSLA), offers required courses in theories of second language acquisition (SLA); second language (L2) instruction methods; teaching English for academic purposes; language testing; educational sociolinguistics; pedagogical grammar; and evaluation of educational research. Teacher learners enrolled in the TESOL program also select from various electives, including syllabus, course, and materials design; phonetics for the L2 teacher; seminar in classroom SLA; computer-assisted English language learning (CALL); language planning and policy; and discourse analysis.

Nearly 30% of the teacher learners enrolled in the program are U.S.-born, native

English speakers; in contrast, more than 70% of the teacher learners come from non-English-speaking backgrounds. Many of the nonnative-English-speaking teacher learners are international students from various countries (e.g., Japan, Korea, Thailand, Spain, Taiwan, China, Mexico) and come to the United States for the sole purpose of obtaining an MA degree and returning to their country of origin. Others are U.S. immigrants (e.g., from Guatemala, Mexico, El Salvador, Korea, Japan, China) who have received elementary or high school education in the United States and plan to teach in the United States or abroad. Still others are U.S.-born, have a language other than English as their home language, have gone through the U.S. education system and plan to teach in the United States.

Native- and nonnative-English-speaking teacher learners with fewer than 3 years of substantial ESL/EFL teaching experience are required to enroll in a practicum course titled Field Work in English as a Second Language. Central to the course is the fact that teacher learners are assigned to a classroom in a program of their choice (K–12, adult ESL, intensive English program, community college), where they engage in a supervised field experience. Additionally, as part of the practicum experience, teacher learners participate in group meetings, and use a variety of CMC tools designed to facilitate interaction and collaboration among teacher learners. The section below presents the details of the course.

DESCRIPTION

Field Work in English as a Second Language is a 40-hour course that meets over a 10-week term. As already noted, the course is designed to provide novice teachers with a supervised practicum experience in teaching ESL. Three of the features that characterize the course include the supervised field experience; group meetings and individual conferences; and e-mail dialogue journals (adapted from Brinton, 1996). As will be shown below, the practicum course is also characterized by several other features (e.g., electronic bulletin board discussions; a final portfolio; reflections on self- and peer performance) designed to enhance the preparation of future ESL/EFL teachers. Throughout the course, teacher learners complete the following activities.

The Supervised Field Experience

Teacher learners fulfill 30 hours of supervised field experience. This involves assigning teacher learners to a classroom of their choice (e.g., K–12, adult ESL, intensive English program, community college), where they perform a variety of tasks under the supervision of a mentor teacher (e.g., helping the mentor teacher plan lessons and class activities; working with small groups of students; responding to the needs of individual students; designing and teaching five to seven minilessons). In addition, teacher learners are responsible for developing and teaching five to seven minilessons (15–20 minutes each) in the classroom to which they have been assigned and for videotaping one of their lessons. Very often, at the suggestion of the mentor teachers, the culminating activity in the field experience component of the practicum involves teaching a lesson ranging from 45 to 60 minutes.

When working at their site, teacher learners are instructed to rely on their mentor teacher for assistance and guidance and to be receptive to their mentor teacher's feedback. In addition, teacher learners are advised to schedule their

minilessons and consult with their mentor teacher regarding lesson plans and classroom activities well in advance. Finally, teacher learners are told to schedule a conference with their mentor teacher (or with the teacher educator) prior to and after each minilesson (adapted from Brinton, 1996).

WebCT Electronic Bulletin Board Discussions

Teacher learners engage in weekly electronic bulletin board discussions available on WebCT (1998), an Internet-based course-authoring software program (for further information on WebCT, please see http://www.webct.com/). Specifically, teacher learners take weekly turns identifying and posting *burning issues* (Irujo & Johnson, 1997), that is, questions or topics of concern that they have identified in the context of their classroom (see sample schedule in Figure 1). In turn, peer teacher learners and the teacher educator respond to the weekly postings. Mentor teachers are invited to participate in the weekly electronic bulletin board discussions; however, because they are very busy, they may have difficulty participating and may choose to do so only occasionally.

Teacher learners are given instructions on how to make their weekly postings. These instructions include giving a number and a title to the weekly postings (e.g., Burning Issue No. 4. To what extent should we cover grammar in the language classroom?), being concise, and staying on topic (Irujo & Johnson, 1997); responding personally and keeping a positive tone; and not being overly concerned about grammar.

WebCT E-Mail Dialogue Journal

Starting in Week 3, individual teacher learners and the teacher educator engage in weekly correspondence via e-mail. The purpose of this correspondence is to allow teacher learners and the teacher educator to engage in a private conversation focusing on issues that relate to the practicum experience and to allow the teacher learners to obtain feedback on them (Rhodes & Christian, 1993). The dialogue journal is different from the electronic bulletin board postings in two ways. First, all journal entries are meant to focus on issues that affect individual teacher learners directly, that is their instructional practices, needs and concerns; their teaching schedule; and their interactions with their mentor teacher. For example, in their entries, teacher learners may choose to deal with their evaluation of lessons taught by

Posting of Burning Issues	*Name of the person posting the burning issue*	*Posting of Responses by all teacher learners*
By April 10, 5 p.m.	Lia	By April 16, 12:00 noon
By April 17, 5 p.m.	Christina	By April 23, 12:00 noon
By May 1, 5 p.m.	Ashley	By May 7, 12:00 noon
By May 8, 5 p.m.	Kathy	By May 14, 12:00 noon
By May 15, 5 p.m.	Hee Sun	By May 21, 12:00 noon
By May 22, 5 p.m.	Lilly	By May 28, 12:00 noon

FIGURE 1. Sample Burning Issues Schedule

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them, their reflections on their progress and growth as practicing teachers, their questions regarding lesson design and delivery. Second, all journal entries remain confidential in that all entries are read by the teacher learner who completed the entry and the teacher educator (unless the teacher learner chooses to send a copy to a peer).

Biweekly Group Meetings

At these meetings, teacher learners participate in activities regarding various topics. For example, the first meeting is devoted to explaining the rationale for integrating WebCT into the teaching practicum and to giving teacher learners hands-on training in how to compose and respond to WebCT bulletin board postings and e-mail messages. The second meeting focuses on lesson and materials design. At this meeting, teacher learners watch videotapes of sample lessons and discuss the structure and the strengths of the lessons; in addition, teacher learners read lesson plans developed by former practicum students and identify the various manners in which their peers have sequenced the lessons. The third session is devoted to identifying various grouping arrangements, including pair and group work, individual work, and whole-class teaching (Richards & Lockhart, 1994), and to discussing how the grouping arrangements promote or hinder classroom interaction. The fourth session focuses on the use of checklists designed for self- or peer observation. Specifically, the checklists, adapted from Richards and Lockhart, are designed to help the teacher learners observe and reflect on their own and their peers' classroom interaction, on their language use in the classroom, and on the structure of their lessons. The teacher learners analyze a fourth checklist designed to evaluate the overall field experience of the teacher learners. This checklist is to be completed by mentor teachers or by the teacher educator at the end of the term. The final session is devoted to a materials show and tell. During this session, teacher learners share selected lessons and materials used in their ESL courses.

Observation

During the term, teacher learners are observed by their mentor teachers, who provide teacher learners with ongoing feedback on their instructional practices. In addition, during the term, teacher learners are observed three times by the teacher educator. Each observation includes a pre- and a postobservation conference. The preobservation conference is designed to provide teacher learners with feedback on their lesson plans (to be submitted to the teacher educator at least 24 hours prior to the conference) and to allow teacher learners to identify one or two areas of concern, which become the focus of the classroom observation. The postobservation conference, usually held immediately after the lesson, focuses on the one or two areas of concern identified at the preobservation conference and allows the teacher learners and the teacher educator to jointly identify new areas of concern that eventually become the focus of the next observation.

Besides being observed by the teacher educator as well as by their mentor teachers, teacher learners are observed by one of their peers. To complete this task, teacher learners are encouraged to follow the observation model implemented by the teacher educator. This involves encouraging the teacher learners to meet prior and subsequent to the observation and to focus the observation on an area of concern to

the teacher learner being observed. Subsequent to the postobservation conference, teacher learners complete a written report on their peers' lesson and conference.

Videotaped Teaching Assignment

Teacher learners videotape one minilesson and reflect upon their instructional practices. Central to this assignment is the idea that teacher learners are not evaluated on the basis of the quality of their instructional practices. Instead, they are evaluated on the basis of their reflection on their teaching. When watching the videotape, teacher learners are guided by the following questions: How is the lesson structured? What are the strengths of the lesson taught? What, if, anything would I do differently if I were to teach the lesson again? Why would I make the changes? In order to videotape their lessons, teacher learners are instructed to use high-grade tapes and aim the camera at themselves, the board, and the students in the classroom.

Portfolio

At the end of the term, teacher learners submit a portfolio designed to help them to reflect upon and analyze their practicum experience. As will be shown below, the portfolio contains selected artifacts (e.g., lesson plans, videotaped lessons) and documents (e.g., the mentor teachers' report, the reports on the peer observation assignment). (For a more detailed discussion on the types of evidence that can be included in a portfolio, see Johnson, 1996.) Specifically, the portfolio contains:

1. a copy of the videotaped minilesson accompanied by a report in which the teacher learners provide a candid reflection upon some aspect of the lesson. Possible areas of analysis, for example, include how the teacher learners give instructions, adapt their language in order to provide L2 learners with comprehensible input, structure, and sequence their lesson.
2. a lesson plan accompanied by a report in which teacher learners critically analyze the lesson and identify the extent to which it met its objectives. For this purpose, the teacher learners identify the strengths of the lesson and decide what modifications they would make if they were to teach the same lesson.
3. a copy of the mentor teacher's observation report followed by a response by the teacher learners. The response is designed to allow teacher learners to indicate whether or not they agree with their mentor teacher's assessment and to identify aspects of their instructional strategies on which they are planning to work.
4. a report on the strengths and weaknesses of the electronic bulletin board and e-mail features of WebCT. In addition, in the report, teacher learners are asked to discuss how they would use an electronic bulletin board or e-mail in the ESL/EFL classroom.
5. a report on the overall practicum experience. The report should begin with a summary of the activities performed by the teacher learners throughout the term and should include a section in which teacher learners reflect upon their practicum experience and identify their perceived strengths and their own needs as future ESL/EFL teachers. The

report should conclude with the identification of any future steps that the teacher learners are planning to take in order to work on their perceived needs.

DISTINGUISHING FEATURES

In traditional practicum courses, teacher learners are assigned to classrooms, engage in a variety of activities, and are observed by teacher educators, experienced practitioners, or both (Dong, 1997; Schlagal, Trathen, & Blanton, 1996). In other practicum models, teacher learners design instructional materials and implement courses that are offered to university and community members (Polio & Wilson-Duffy, 1998). Although the structure of the practicum course may differ from one TESOL program to the next, common to the practicum experience is the fact that teacher learners are isolated and disconnected from one another and, very often, from the teacher educator. In order to overcome these limitations, Field Work in English as a Second Language, relies on the integration of two CMC tools available on WebCT: the electronic bulletin board system and the e-mail system. Figure 2 presents the practicum course Web page.

The electronic bulletin board system allows teacher learners, mentor teachers, and the teacher educator to engage in a public dialogue regarding burning issues. The burning issues posted by teacher learners are characterized by their focus on the here and now; they are related to the immediate demands of the classrooms to which

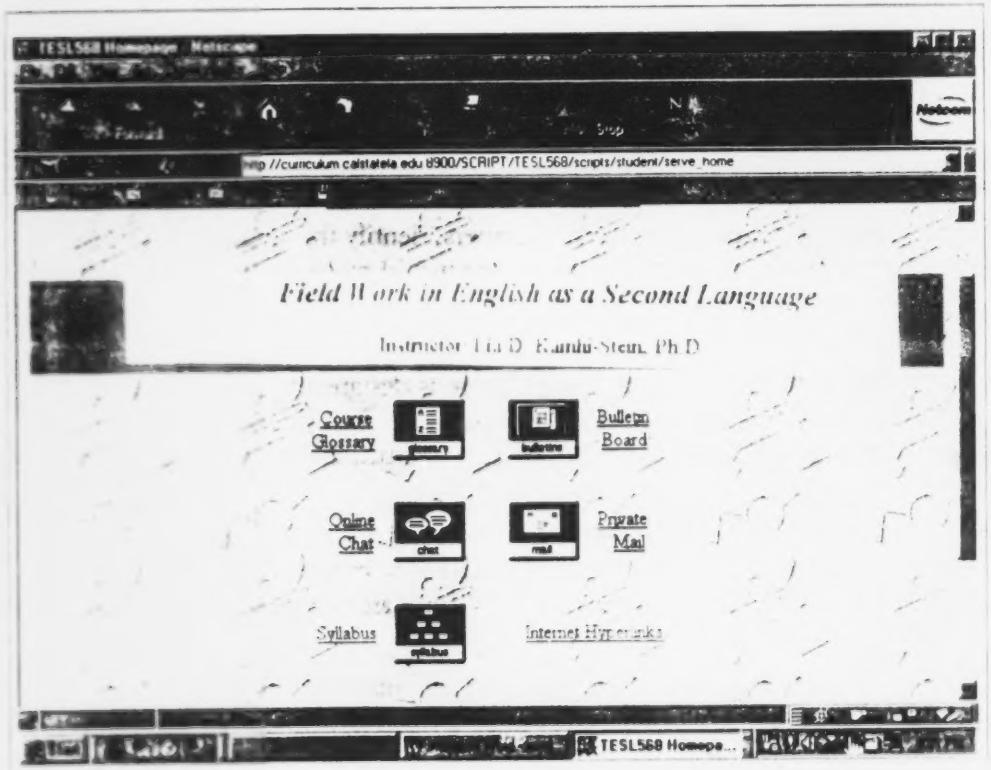

FIGURE 2. Field Work in English as a Second Language Web Page

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the teacher learners have been assigned. Burning issues usually center around two concerns: (a) managing the demands of the L2 classroom, including dealing with behavior problems and lack of student motivation; and (b) coping with the realities of L2 teaching, including developing lesson plans that meet program objectives to addressing students' language, culture, and age-related needs and interests. As can be observed in the electronic bulletin board posting in Figure 3, at the beginning of the term, teacher learners have an idealized view of the L2 classroom and its demands; they believe that by maintaining control of the classroom, they will create an environment conducive to learning (Johnson, 1996).

As the term progresses, teacher learners develop a more realistic view of the L2 classroom, and the solutions to the classroom management concerns posted on the electronic bulletin board are anchored in the actual demands of the L2 classroom. It is through the bulletin board discussions that teacher learners share their evolving views regarding classroom management. In addition, the interaction on the electronic bulletin board enables teacher learners to reflect on their own as well as their peers' classroom management concerns and ultimately allows teacher learners to understand how their own concerns relate to those of their peers.

Figure 4 presents the second concern shared by the teacher learners in their bulletin board discussions: how to cope with the realities of L2 teaching, ranging from developing instructional materials that meet the language needs of diverse student populations to providing instruction in isolated skills (e.g., grammar, listening and pronunciation).

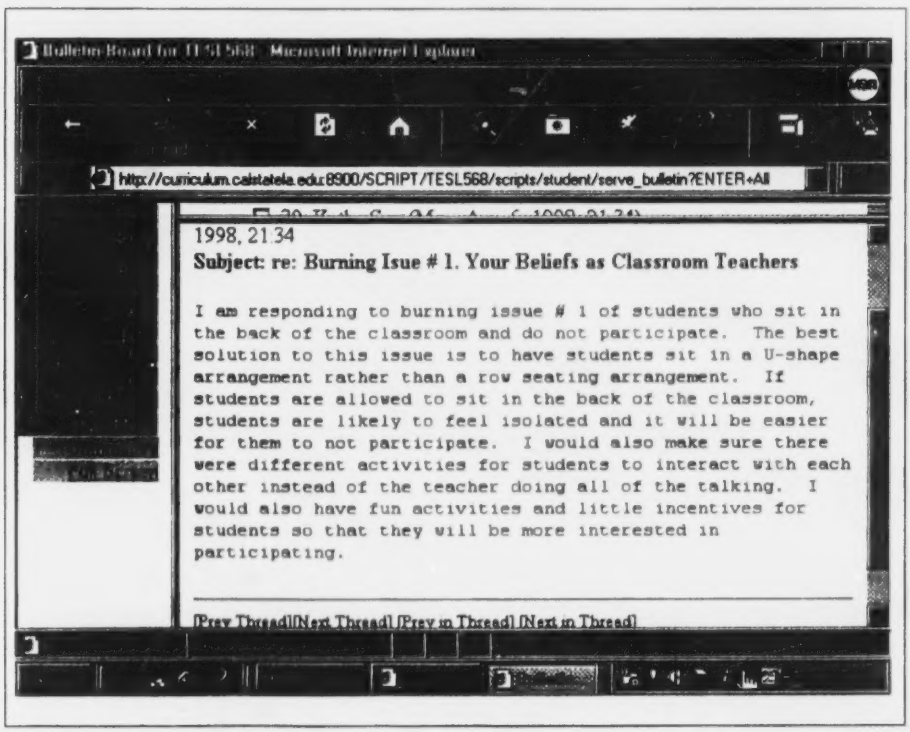
http://curriculum.calstatela.edu:8900/SCRIPT/TESL568/scripts/student/serve_bulletin?ENTER+All
1998, 21:34
Subject: re: Burning Isue # 1. Your Beliefs as Classroom Teachers
I am responding to burning issue # 1 of students who sit in the back of the classroom and do not participate. The best solution to this issue is to have students sit in a U-shape arrangement rather than a row seating arrangement. If students are allowed to sit in the back of the classroom, students are likely to feel isolated and it will be easier for them to not participate. I would also make sure there were different activities for students to interact with each other instead of the teacher doing all of the talking. I would also have fun activities and little incentives for students so that they will be more interested in participating.
[Prev Thread] [Next Thread] [Prev in Thread] [Next in Thread]

FIGURE 3. Teacher Learners Concern: Managing the Demands of the L2 Classroom

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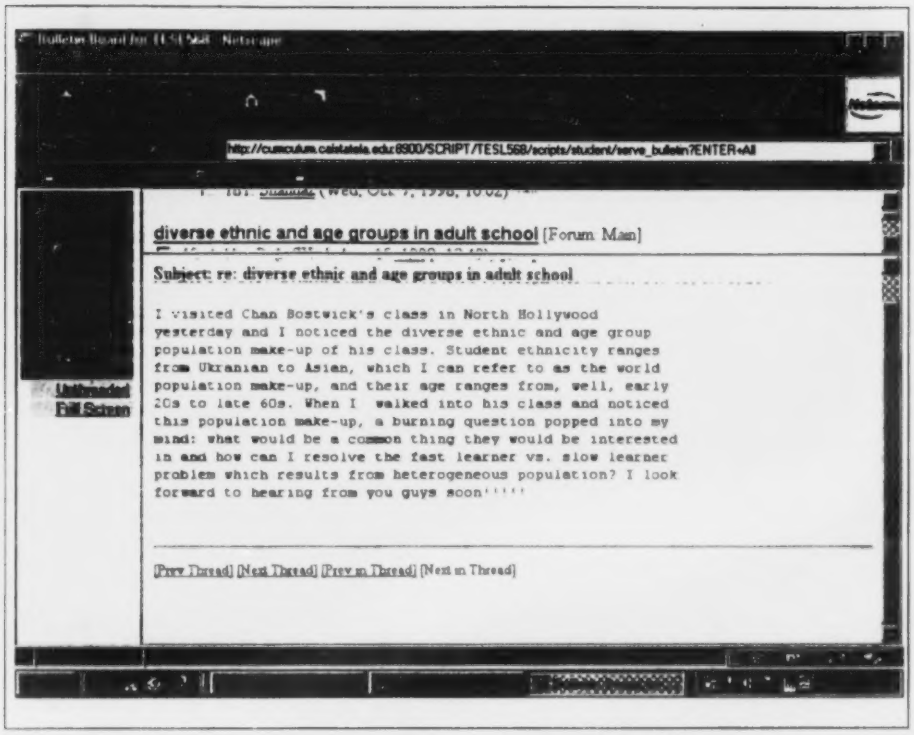
http://curriculum.calstatela.edu:8900/SCRIPT/TESL568/scripts/student/serve_bulletin?ENTER+All
diverse ethnic and age groups in adult school [Forum Main]
Subject: re: diverse ethnic and age groups in adult school
I visited Chan Bostwick's class in North Hollywood yesterday and I noticed the diverse ethnic and age group population make-up of his class. Student ethnicity ranges from Ukranian to Asian, which I can refer to as the world population make-up, and their age ranges from, well, early 20s to late 60s. When I walked into his class and noticed this population make-up, a burning question popped into my mind: what would be a common thing they would be interested in and how can I resolve the fast learner vs. slow learner problem which results from heterogeneous population? I look forward to hearing from you guys soon!!!!!
[Prev Thread] [Next Thread] [Prev in Thread] [Next in Thread]

FIGURE 4. Teacher Learners Concern: Coping with the Realities of L2 Teaching

Teacher learners use the electronic bulletin board as a forum that allows them to give and receive feedback on their instructional concerns. The assistance received via the electronic bulletin board discussions enables teacher learners to reduce their level of anxiety regarding how to deal with the instructional demands of the L2 classroom. Equally important is the fact that the electronic bulletin board discussion allows teacher learners to develop a more extensive repertoire of strategies than they would have developed if they had not collaborated with their peers.

The public nature of the electronic bulletin board discussions in which teacher learners, mentor teachers, and the teacher educator participate promotes the joint construction of knowledge. As will be observed in the dialogue excerpt presented in Figure 5, the electronic bulletin board allows the discussion participants to actively engage in a dialogue in which they build upon one another's understanding of what to teach (e.g., grammar) and to reflect on their views about how language should be taught in the L2 classroom.

In contrast to the traditional practicum model in which teacher learners and mentor teachers (or the teacher educator) meet face-to-face and interact individually, the electronic bulletin board discussions promote a group dialogue. This dialogue is very often continuous in that the teacher learners do not start discussing a new burning issue and drop an old one. On the contrary, as the term progresses, the postings become multifaceted. Every week, teacher learners introduce a new burning issue; at the same time, they integrate and expand on ideas discussed in prior postings, and make connections between information gained during the practicum course and information learned in other MA TESOL courses.

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Dear TESL 568 friends,

I have to teach some grammar rules to Level 1 students. I will cover "there + be," "adjective + noun," and "simple past tense." Any ideas? Of course I'll try to find some of the activities in the books. But I need your (in this case, plural) help badly. Christina

Christina,

. . . I have some suggestions for you. Sometimes, we basically assume what students need at a certain point. But, in my opinion, it seems like we push students and thereby, they feel their learning is forced in a way it doesn't match their needs and interests. I would like to suggest for you to have some writing activity in which they are asked to produce a paragraph before you jump right into grammar instruction. You collect their writings and go home to see what common mistakes they make and what they have already learned or they are good at . . . This is what I usually do with my Korean students . . . Ashley

Dear Ashley,

I agree with what you said to Christina about having the students do some type of writing exercise to see what grammar mistakes students are making. It is difficult to cover all grammar rules and therefore, teachers should focus on the rules that will help their students. Each group is different so the teacher must carefully observe and adapt with each teaching situation. . . . We need to teach grammar with a communicative and interesting activity so that students can use the rules to write and speak better . . . Kathy

Dearest Ashley,

. . . . I think that collecting the students' writing samples is a very good idea. I might consider doing that. I also thought about making a personal information sheet and talk about "Is there . . . ?" "Are there . . . ?" and "There is/are . . ." What do you think about that? I noticed that level 1 students like to talk about their personal things . . . . [I will] ask them questions like "Is there a student from Saudi Arabia? "Are there three Chinese students in the class?" . . . . Also, I will make students generate questions and answers from the chart. The second think I will do is to get a map from the Internet and work on "there + be" questions. By the way I was not able to get a map of Old Pasadena. Any suggestions? Christina

Hi Christina,

I think that's a good idea. Ashley

Dear Christina,

I think your idea of asking the students personal questions will be very effective. The students will get involved with the lesson because they can relate personally. After your whole group discussion, you can have pairs interview each other with the there + be questions for more practice. I you can't find a map of Pasadena, you could draw your own map like we did in TESL 566. Kathy

Dear Christina,

You are right. Teaching grammar can not be done in isolation. It must mean something to the students and you must find a way for them to internalize so that it becomes active knowledge . . . Florence

FIGURE 5. The Electronic Bulletin Board as a Forum for the Joint Construction of Knowledge

In addition, the asynchronic nature of bulletin board discussions allows teacher learners to participate at their own pace (Warschauer, 1997) and to engage in conversations that are not affected by the social distance that traditionally exists in mentor-mentee face-to-face communication. Therefore, the interaction among teacher learners, mentor teachers, and the teacher educator becomes more genuine because there is more equality in the communication process. These two features—self-paced participation and reduced social distance—are particularly appealing to nonnative-English-speaking teacher learners, whose participation in traditional classrooms may be affected by cultural expectations and by their nonnative status (Kamhi-Stein, in press). Following is what two nonnative-English-speaking teacher learners have to say about the electronic bulletin board features:

> Interacting with my peers and my professors through WebCT was interesting. WebCT enabled me to converse with other peers and the professor any time I wanted. The environment was so free that I felt as if I could talk about anything regarding my teaching experience or questions. I was able to receive and share a lot of useful information through WebCT. It created a feeling that we were connected somehow even though we hardly ever saw each other.

> Four practicum students were really on busy schedules and we hardly interacted with each other. But WebCT helped us in getting connected to each other and establish a binding as a class. Through WebCT, I was able to observe what to expect when I had to go to visit my peers' classes, and I was also able to see my growth regarding the burning issues I and other students posted. Moreover, through WebCT, I learned from peers a lot about what I had to do before I began teaching ESL this quarter.

The electronic bulletin board discussions also provide teacher learners, the teacher educator, and the mentor teachers with a sense of community in which all members have a common interest: ESL/EFL teaching. As shown in Figure 6, the bulletin board discussion participants share the idea that they have something to learn from the practicum experience and that the electronic bulletin board provides a forum for such learning.

The group interaction promoted by the structure of the electronic bulletin board activity also contributes to a high degree of mentor teacher involvement and responsibility. In fact, by participating in electronic bulletin board conversations, mentor teachers contribute to the preparation of several—as opposed to individual—teacher learners. In turn, the participation of various mentor teachers in the electronic bulletin board discussions allows teacher learners to broaden their perspectives on classroom-related issues. Specifically, interacting with various mentor teachers enables teacher learners to receive input from different sources and, ultimately, allows teacher learners to learn various ways of dealing with classroom-related issues. Following is an excerpt from the bulletin board postings reflecting this perspective (see Figure 7).

The second CMC tool available on WebCT and used in Field Work in English as a Second Language involves the e-mail dialogue journal which enables individual teacher learners and the teacher educator to engage in weekly private dialogues. Central to the success of the dialogues is the idea that the teacher learners and the teacher educator respect and trust one another. Equally important is an understanding that all exchanges will be kept confidential and that the feedback given to the teacher learners will be personal and honest (Brinton, Holten, & Goodwin, 1993).

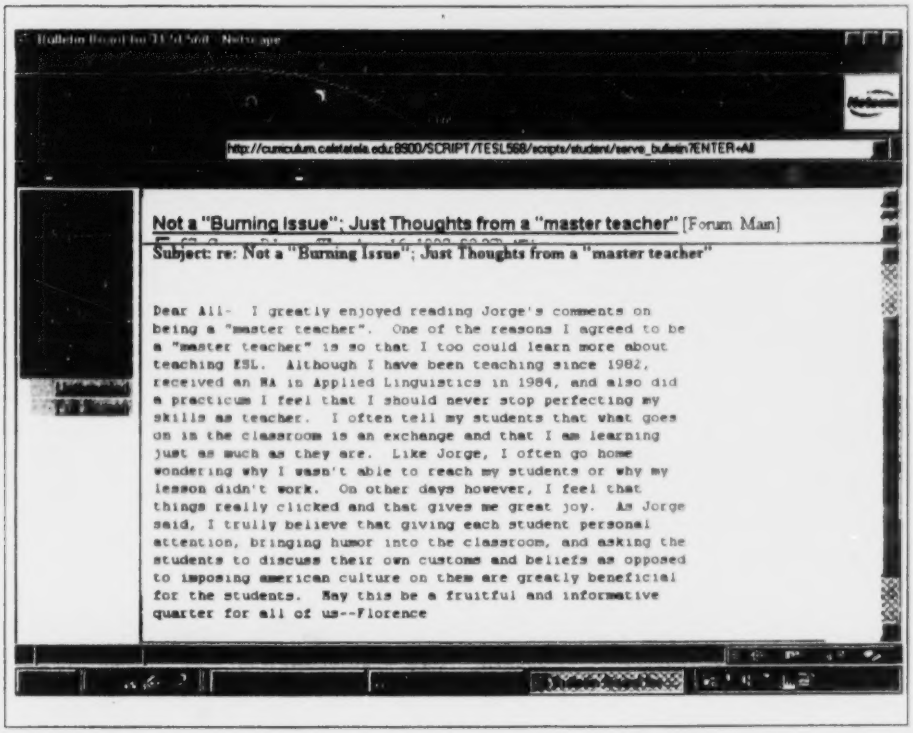
Not a "Burning Issue"; Just Thoughts from a "master teacher" [Forum Main]
Subject: re: Not a "Burning Issue"; Just Thoughts from a "master teacher"
Dear All- I greatly enjoyed reading Jorge's comments on being a "master teacher". One of the reasons I agreed to be a "master teacher" is so that I too could learn more about teaching ESL. Although I have been teaching since 1982, received an MA in Applied Linguistics in 1984, and also did a practicum I feel that I should never stop perfecting my skills as teacher. I often tell my students that what goes on in the classroom is an exchange and that I am learning just as much as they are. Like Jorge, I often go home wondering why I wasn't able to reach my students or why my lesson didn't work. On other days however, I feel that things really clicked and that gives me great joy. As Jorge said, I trully believe that giving each student personal attention, bringing humor into the classroom, and asking the students to discuss their own customs and beliefs as opposed to imposing american culture on them are greatly beneficial for the students. May this be a fruitful and informative quarter for all of us--Florence

FIGURE 6. The Electronic Bulletin as a Forum for Community Building

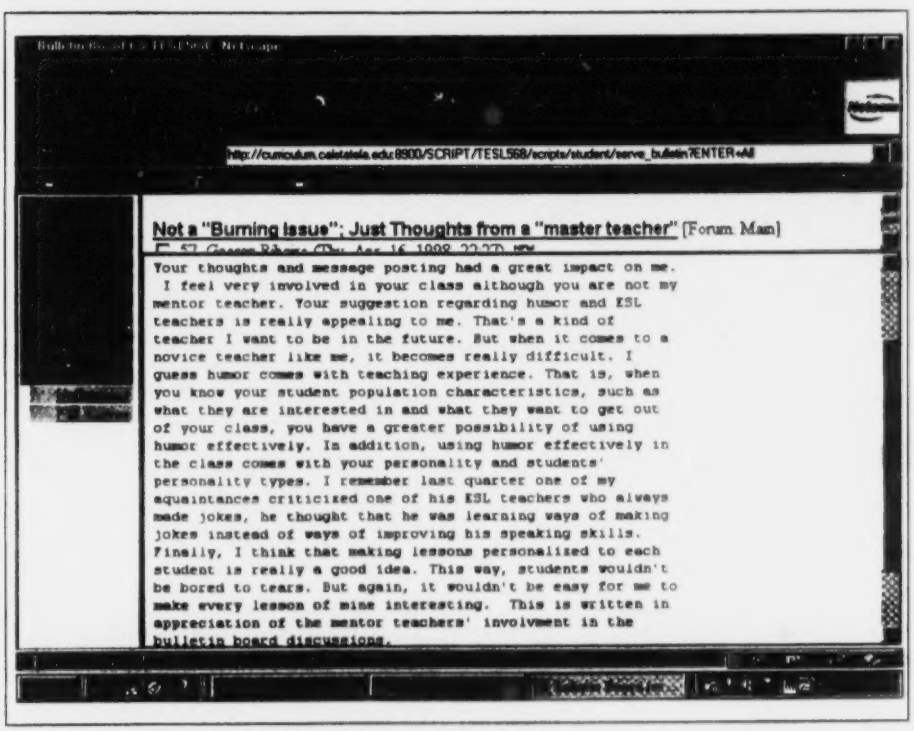
Not a "Burning Issue"; Just Thoughts from a "master teacher" [Forum Main]
Your thoughts and message posting had a great impact on me. I feel very involved in your class although you are not my mentor teacher. Your suggestion regarding humor and ESL teachers is really appealing to me. That's a kind of teacher I want to be in the future. But when it comes to a novice teacher like me, it becomes really difficult. I guess humor comes with teaching experience. That is, when you know your student population characteristics, such as what they are interested in and what they want to get out of your class, you have a greater possibility of using humor effectively. In addition, using humor effectively in the class comes with your personality and students' personality types. I remember last quarter one of my aquaintances criticized one of his ESL teachers who always made jokes, he thought that he was learning ways of making jokes instead of ways of improving his speaking skills. Finally, I think that making lessons personalized to each student is really a good idea. This way, students wouldn't be bored to tears. But again, it wouldn't be easy for me to make every lesson of mine interesting. This is written in appreciation of the mentor teachers' involvment in the bulletin board discussions.

FIGURE 7. The Electronic Bulletin as a Source of Input

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The e-mail dialogue journal entries usually focus on concerns and needs that are specific to individual teacher learners. For example, in the e-mail dialogue journals, teacher learners usually share and receive feedback on their lesson plans (prior to implementation) and self-evaluate their effectiveness as novice teachers. More importantly, because the e-mail dialogue journal entries are kept private, they allow the university supervisor to give emotional support to individual teacher learners as needed. For example, as is shown in Figure 8, some teacher learners may need help to overcome the feeling of insecurity caused by their status as L2 speakers. As can be observed in Figure 9, other teacher learners may need assistance to minimize the feeling of anxiety caused by an unsuccessful lesson.

The integration of CMC tools into the practicum course not only helps provide teacher learners with opportunities to engage in dialogues regarding their practicum experience, but it also allows teacher learners—usually novice technology users—to develop technological competence by implementing an integrative, hands-on, reflective approach to technology instruction (Kamhi-Stein, 1996; Kovalchick, 1997). In this view, technology is not taught as a separate subject (Duffield, 1997). Instead, it is integrated into the demands of the practicum course so that teacher learners learn to use technology to meet instructional goals (Kovalchick, 1997). In addition, the hands-on approach to instruction allows teacher learners to have direct experience in the use of CMC tools. Moreover, a reflective approach enables teacher learners to consider CMC tools in relation to their roles as users and learners and as

Thanks for coming to my class. It was my last lesson for TESL 568, so I wanted to have nice finale. Well, to be honest, although it wasn't as perfect as I had hoped, but I think it went smoothly. I'm happy. Of course, there were some problems as you know. I wasn't aware of the term, base verb. Also, the students who were supposed to play teacher's role felt less responsible and were not participating actively except Jubee. Speaking of designing the activity, I think it is important to use the students' names and their information although it means a lot of extra work to prepare the activity. Students usually work on excersices in the text books, so when they do some activities or play some games, I think a teacher should make his/her students feel more special by using their names and their information. This can be another way to entertain students and teach some lessons at the same time. This is also a good opportunity to show your students that you care for them. Individual attention ! One of my drawback is that I feel embarrased that I do not know a lot (or enough) about what I teach - ENGLISH!! I guess during my vacation, I'll try to study English more. I personally love designing or modifying activities for my students even though it sometimes takes a long time. Thanks for opening my eyes for new ideas and techniques. I love what I have learned this quarter.
Select All
Select None
Mark Read
Mark Unread
Move
Delete
Unthreaded
Full Screen

FIGURE 8. Journal Entry Excerpt Reflecting a Feeling of Insecurity Resulting from Nonnative Status

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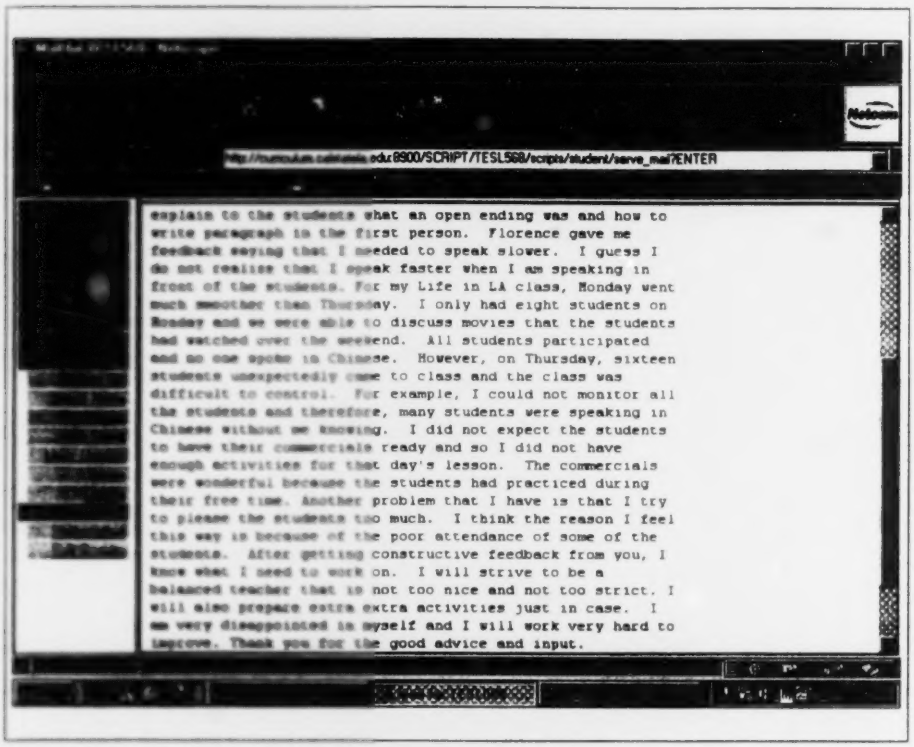
explain to the students what an open ending was and how to write paragraph in the first person. Florence gave me feedback saying that I needed to speak slower. I guess I do not realise that I speak faster when I am speaking in front of the students. For my Life in LA class, Monday went much smoother than Thursday. I only had eight students on Monday and we were able to discuss movies that the students had watched over the weekend. All students participated and no one spoke in Chinese. However, on Thursday, sixteen students unexpectedly came to class and the class was difficult to control. For example, I could not monitor all the students and therefore, many students were speaking in Chinese without me knowing. I did not expect the students to have their commercials ready and so I did not have enough activities for that day's lesson. The commercials were wonderful because the students had practiced during their free time. Another problem that I have is that I try to please the students too much. I think the reason I feel this way is because of the poor attendance of some of the students. After getting constructive feedback from you, I know what I need to work on. I will strive to be a balanced teacher that is not too nice and not too strict. I will also prepare extra extra activities just in case. I am very disappointed in myself and I will work very hard to improve. Thank you for the good advice and input.

FIGURE 9. Journal Entry Excerpt Reflecting a Feeling of Anxiety Resulting from an Unsuccessful Lesson

users and teachers (Kovalchick, 1997). Specifically, when developing the final portfolio, teacher learners are encouraged to reflect on their own experiences in relation to the CMC tools used in the practicum course and decide the role that CMC tools could play in the ESL/EFL classroom. As noted by the teacher learners, the integration of CMC tools in the ESL/EFL classroom would promote greater teacher-student and student-student interaction in that participation in the ESL/EFL class would not be limited to the actual classroom. This engaged student participation, involving reading and responding to messages posted by peer students and the language teacher, would result in an improvement in the students' reading and writing skills in English. Finally, the integration of CMC tools into the practicum course enhances the self-efficacy of teacher learners in that it enables teacher learners to become confident in their ability to use CMC tools. By integrating CMC tools into the demands of the practicum course, teacher learners develop a "can do" (Kovalchick, 1997, p. 34) viewpoint that may ultimately affect their attitudes toward the integration of technology into the ESL/EFL classroom.

PRACTICAL IDEAS

This section presents four suggestions for implementing CMC tools in practicum courses. The guidelines will provide readers with practical ideas, but they are not meant to be comprehensive.

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Consult With School's Computer Center

Consulting with your school's computer center will help teachers implement CMC in their classes. Course authoring software programs like WebCT are available through site licenses and on some Internet service providers (for further details, see http://www.webct.com/). However, although WebCT and other course authoring software programs (e.g., Toolbook Instructor, Toolbook Assistant) are being widely used in U.S. and Canadian universities, teacher educators without access to such programs should still be able to integrate CMC tools into their practicum courses. This can be accomplished by asking computer consultants—who usually work through different schools or university computer centers—to assist in the set up of CMC tools. For example, computer consultants can help teacher educators set up private bulletin boards for a particular class. Additionally, they can provide teacher educators with training in how to route e-mail messages on a specific topic or subject (i.e., teaching practicum) to a folder specifically created for the purposes of the practicum course.

Offer Hands-On Instruction in How to Use CMC Tools

It is important that teacher learners receive explicit hands-on training in how to use CMC tools at the first class meeting. In the case of Field Work in English as a Second Language, training is limited to the WebCT features that are used as part of the practicum. Emphasis, then, is placed on providing teacher learners with practice in how to compose, read, and respond to bulletin board postings and e-mail messages. In this way, teacher learners are not overwhelmed by the concept of needing specialized knowledge in computer-based applications to participate fully in the practicum course. Also, at the first class meeting, it is important to engage teacher learners who are skilled computer users in the training of their peers. This emphasizes the collaborative structure of the practicum course and promotes the idea that the teacher educator will facilitate the learning process but will not be the sole source of knowledge.

After the initial training session, follow-up meetings should be scheduled as needed. Central to the follow-up training is that teacher learners become peer trainers and assist their classmates in understanding how to use the bulletin board and e-mail features on WebCT. By doing this, leadership responsibilities are shifted from the teacher educator to the teacher learners. At the same time, having peer trainers—instead of the teacher educator—work with the more technophobic teacher learners contributes to a reduction in the social distance, ultimately leading to a lower teacher learner affective filter and to the creation of an environment more conducive to learning how to use CMC tools.

Create Rules for Using CMC Tools

To create an atmosphere conducive to effective communication, it is important to establish a set of rules or guidelines for using CMC tools. The "rules" implemented when using the electronic bulletin board and the e-mail dialogue journal include not being overly concerned about grammar, avoiding a negative tone, and responding personally to their classmates' messages (Brinton, Holten, & Goodwin, 1993). First, as already indicated, a vast number of the teacher learners enrolled in the practicum course come from non-English home backgrounds. These teacher learners are often concerned about using perfect grammar, and this concern may lead some of them to

avoid making electronic bulletin board postings. Therefore, it is important that, if appropriate, teacher educators emphasize that the postings are not to be evaluated in terms of their grammatical accuracy. The second rule implemented in the practicum course refers to the importance of keeping a positive tone in the electronic bulletin board postings and e-mail messages. At the beginning of the term, teacher learners should be instructed to respond to their peers in a respectful and thoughtful manner. More importantly, at the beginning of the term, teacher learners read and analyze model electronic bulletin board postings and e-mail messages. This sets the tone and emphasizes the notion that flaming language (see Warschauer, 1997, for a discussion on this issue)—sometimes observed in CMC—is not acceptable. The third rule involves instructing teacher learners to respond in a personal manner and to tailor their responses to the electronic bulletin board postings and e-mail dialogue journal entries (Brinton, Holten, & Goodwin, 1993). This is important in order to ensure that each electronic bulletin board posting and e-mail dialogue journal entry is a direct response to their peers' previous entry.

Set Realistic Expectations for Participation

Teacher educators should expect mentor teachers to participate in the electronic bulletin board dialogues as their workloads permit. Although mentor teachers may be willing to participate in the electronic bulletin board dialogues, lack of time may prevent them from doing so. One way of promoting the mentor teachers' participation in electronic bulletin board discussions while saving their time is by providing mentor teachers with a set of written step-by-step, though concise guidelines, allowing them to use the electronic bulletin board system from a home computer.

Given the workloads of ESL practitioners, expecting mentor teachers to make weekly postings is not realistic; therefore, it is important that mentor teachers be allowed to make postings at their own pace and as their workloads permit. Mentor teachers usually make occasional postings; and these postings are normally in response to questions and concerns that emerge in the postings made by the teacher learners enrolled in the course. However, because more than one mentor teacher participates in the electronic bulletin board dialogues, there is always the strong possibility that at least one mentor teacher will make a weekly posting.

CONCLUSION

The integration of CMC tools into the practicum course can greatly enhance the preparation of future language teachers. Specifically, the implementation of a public electronic bulletin board system enables teacher learners to engage in group conversations, facilitating the joint construction of knowledge. In addition, engaging mentor teachers in the electronic bulletin board discussions broadens the practicum experience of the teacher learners enrolled in the practicum course.

Moreover, integrating the use of private e-mail dialogue journals into the demands of the practicum course enables individual teacher learners and the teacher educator to articulate and discuss concerns that are specific to individual teacher learners. Central to the e-mail dialogue journal is the element of privacy, thereby providing teacher learners with opportunities to receive emotional support as needed.

Finally, the use of an integrative, hands-on, reflective approach to CMC instruction in the practicum course also results in the development of technological competence. Of particular importance is the fact that using CMC tools allows nonexpert technology users, like the teacher learners enrolled in the practicum course, to develop a can-do attitude. This positive outlook on technology, combined with an awareness of the role that CMC tools may fulfill in the ESL/EFL class, will ultimately lead teacher learners to begin to consider ways in which technology can be implemented successfully in their future ESL/EFL classes.

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CONTRIBUTOR

Lia D. Kamhi-Stein is assistant professor in the TESOL program at California State University, Los Angeles, where she teaches the practicum course, ESL/EFL courses, syllabus and materials design, and ESL/EFL methodology. Her research interests focus on academic literacy and issues related to nonnative-English-speaking teacher learners. She has taught in the United States and Argentina.

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CHAPTER 9

Learning to See Diverse Students Through Reflective Teaching Portfolios

Yu Ren Dong

INTRODUCTION

The diversity represented by the rapid increase in the number of ESL students in U.S. public schools in general, and in the New York City public schools in particular, poses new demands in teacher education to prepare teacher learners for culturally sensitive and competent instruction. This case reports on how ESL teacher learners evolved in their understanding of diverse students and their efforts to address diverse students' needs through reflective teaching portfolios in a preservice seminar. Guided by a series of reflection activities, ESL teacher learners were able to focus on diverse students in the classroom, make sense of their teaching contexts, and adapt instruction to meet their students' needs.

The notion of reflective teaching and reflection on the learner originates from the work of John Dewey. Dewey (1933) argued eloquently for the importance of developing teachers' reflective attitudes, including being open to multiple perspectives and alternative possibilities, paying attention to learners and their interests, critically examining the teaching context, and making deliberate and informed decisions. Using analogies of nutrition and growth in analyzing the relationship between the learner and the curriculum, Dewey emphasized an active role of the learner in the learning process, the teachers' knowledge about the learner, and using that knowledge in instruction to achieve good teaching. Schön (1987) further articulated Dewey's concept of reflection and used it as a goal for lifelong professional development. According to Schon, teachers grow through grappling with the unknown, tension, and a problem. In the process of reflective practice, teachers become listeners, observers, thinkers, and researchers who listen to their students, observe students' behaviors and responses to instruction, and reflect on their students' previous experiences and ways of knowing.

In second language (L2) classrooms, effective ESL teaching consists of instruction that is sensitive to nonnative-English-speaking students' (NNSs') language, culture, and educational needs; contains teaching strategies that engage diverse learners; and occurs within a nurturing and challenging learning environment (Collier, 1988; Freeman & Richards, 1993; Johnson, 1996; Richards & Lockhart, 1994). However, many ESL teacher learners do not feel that they are adequately prepared to teach students whose language and literacy learning experiences are different from those of their peers and themselves. Often, their knowledge of diverse

students is seriously lacking, acquired in an artificial fashion from teacher preparation programs (Johnson, 1996; Zeichner, 1993), or based solely on their own educational and cultural experiences (Freeman & Johnson, 1998).

A growing literature has noted the importance of closing the gap between teacher and students in terms of language, cultural experiences, and expectations by developing teacher learners' understanding and appreciation of diverse students and incorporating that knowledge in their teaching (Chamot & O'Malley, 1994; Cummins, 1986; Richard-Amato & Snow, 1992; Zeichner, 1993). Zeichner (1993) emphasizes that sensitive and effective teaching of diverse students requires "teachers' sociocultural knowledge about child and adolescent development; about second language acquisition (SLA); about the ways that socioeconomic circumstances, language, and culture shape school performance and educational achievement as well as specific knowledge about the languages, cultures, and circumstances of the particular students in their classrooms" (p. 9). For Zeichner, teachers' knowledge about diverse students can be acquired in course work and field experience through cross-cultural experiences, guided reflection about these experiences, and researching students.

Obviously, there is an urgent need for teacher educators to focus on the teaching of diverse students and to prepare ESL teacher learners for culturally sensitive and competent teaching. My use of reflective teaching portfolios in my teacher preparation seminar course was in response to this need. Unlike teaching portfolios used to showcase the best performance of a teacher, my use of the teaching portfolio was to emphasize ongoing reflection, reflective teaching on a successful lesson versus a less successful lesson, and a negotiation of mismatches and conflicts that they saw between theory and practice and between teaching and learning (Barton & Collins, 1993; Borko, Michalec, Timmons, & Siddle, 1997; Johnson, 1996; Richert, 1990; Wolf, Whinery, & Hagerty, 1995). By doing so, teacher learners were able to move beyond the procedural aspects of teaching to think deeply about their students and reflect on how to tailor their lessons to meet their students' needs.

CONTEXT

The teacher education program discussed here fell under the aegis of the linguistics and secondary education departments at a 4-year college within the City University of New York (CUNY). The program offers a BA degree in applied linguistics and TESOL; this leads to state provisional certification in (pre-K–12) TESOL. The program also offers a master's degree in applied linguistics and TESOL, which leads to permanent state certification in TESOL (pre-K–12). Both undergraduate and graduate students in the program take courses in linguistics, applied linguistics, and education before going into the preservice practicum. Strong in linguistic theories, the program was just expanded to add a component of teaching ESL in content areas to meet the state requirement in preparing for public school ESL teachers at the time of the study. As a faculty member in education and an ESL specialist, I taught a TESOL methods course and a preservice seminar near the end of the program so as to prepare these teacher learners for public school ESL teaching.

Between fall 1996 and spring 1997, I taught two preservice seminars to a total of 13 teacher learners: 7 graduate teacher learners in fall 1996 and 6 undergraduate learners in spring 1997. These teacher learners were approaching the end of their

programs. Prior to their preservice teaching, the teacher learners had taken the required linguistics and educational courses. They were strong in linguistic content and research; however, they had limited experience working with students in public schools. They were placed in seven high schools, four elementary schools, and one middle school in New York City. They worked in different ESL programs, ranging from pull-out (programs in which ESL teachers pull ESL students with mixed language proficiency levels from their mainstreamed classrooms for language instruction one period a day), to self-contained (programs in which ESL students receive ESL instruction according to their language proficiency levels at least two periods a day), to push-in (the program where ESL teachers stay in the mainstream classroom assisting ESL students while mainstream teachers conduct classes). They were also assigned teaching responsibilities at various language proficiency levels, ranging from the advanced level to the preliterate level (the lowest level placed by the students who not only had lowest level of English language proficiency but also had interrupted or no schooling in their native countries). Teacher learners who enrolled in the preservice teaching practicum usually spent an average of 15 hours' worth of fieldwork in their teaching sites each week, and one and half hours in my seminar on campus.

DISTINGUISHING FEATURES

The purpose of using reflective teaching portfolios was to broaden and deepen the teacher learners' understanding of teaching diverse students through reflection on their own growth over time as a teacher. To achieve this goal, I emphasized three key components that characterized the reflective teaching portfolio in this context:

1. The portfolio should reflect the teacher learners' attention to and focus on their students through ongoing reflection, and not simply accumulate evidence of their performance.
2. The portfolio should reflect teacher learners' contextualized knowledge about their students as part of larger sociocultural contexts of L2 teaching through self-reflection, peer sharing, class reading, and focused discussion on tensions, confusions, and multiple experiences during preservice teaching.
3. The portfolio should demonstrate a progression of teacher learners' development as ESL teachers.

The reflective teaching portfolio consisted of the following five activities:

1. reflections on successful and less-than-successful teaching;
2. reflections on assigned readings on linguistic and cultural diversity and on reflective teaching (see Appendix A for the list of reading assignments);
3. weekly journal entries on focused questions that directed their attention to their students;
4. midterm and final portfolio reflections that asked the teacher learners to write about changing beliefs and developing understanding of the issue of diversity (see Appendix B); and

5. written reports of cross-cultural literacy projects for which they read at least two pieces of young adolescent literature dealing with immigrant experiences from a specific culture, interviewed one or two students from that culture, and wrote a report (see Appendix C).

Besides these required activities, teacher learners could choose to include other items in their portfolios, such as lesson plans, tests, teaching handouts, visual aids, their cooperating teachers' comments, teaching materials, and their students' written and oral work.

Beginning the Reflective Process

These teacher learners began teaching with a feeling of insecurity and uncertainty. This feeling was intensified when they realized that they had to learn quickly to juggle several tasks at once in one period, including taking attendance, covering required materials in time, managing class, teaching the lesson, having an appropriate beginning and ending of the lesson, and collecting and assigning homework. This beginning panic could easily result in losing sight of their students by concentrating on the procedural aspects of teaching. However, the following guided reflection activities enabled them to focus on the procedural aspects of their teaching and their students.

Reflecting on a Less Successful Lesson

Schön (1987) stressed the importance of using the reflection process to deal with lack of success, unexpectedness, tensions, and confusion in teaching. From the beginning, I set the goal of the teaching portfolio as learning by critical reflection. This critical reflection included reflecting on unsuccessful as well as successful lessons. As Schön argued, teachers were more likely to reflect when something did not work as expected, and they learned more from these less successful lessons. However, given the teacher education program set up and a focus on evaluation rather than reflection, teacher learners were more likely to report success rather than critically examine their own teaching. Therefore, throughout the semester, I asked them to reflect on their discoveries, their struggles with meaning making, and their learning from less successful lessons.

I modeled the process of learning from a less successful lesson by revealing how I used reflection as a process of defining a problem in my own teaching. I also asked teacher learners to observe how their cooperating teachers dealt with a problem in class or a less successful lesson. Several teacher learners talked about how surprised they were when their cooperating teachers openly examined their lessons critically and learned from something that was not working well even after so many years of teaching. Such discussions established an open atmosphere of critical reflection. Teacher learners came to see that mismatches, tensions, problems, and conflicts were a natural part of teaching, and that successful teachers reflect and learn from their experiences. For example, by focusing on her students, one of these teachers, Sally, saw a similar struggle that she went through when she first came to the United States. This empathy made her more aware of her students' needs and enabled her to reflect on whether her lesson met their needs:

> Sally: I was teaching the theme food to first and second graders. I gave the children an activity to compare quantities of pasta—large and small pasta. As

> the activity began it became evident that the children did not understand what to do, they became restless and distracted. I was not sure what to do, whether to stop the activity or not. Unfortunately I did not, instead I tried to explain and found myself giving more and more complex directions verbally without success. I had misjudged the situation and did not handle it well. Although the lesson was unsuccessful, I learned a great deal from the experience and found myself reflecting on the lesson for a long time after (longer than I have reflected on successful lessons). I realized that instructions need to be given in simple language, on the kids level. I also realized the need to have a backup task in case something fails and the necessity to be flexible in changing tasks.

Postobservation Conference

Postobservation conferences were another forum in which teacher learners began to develop a critical stance toward their own teaching. After each of my observations, I asked the teacher learners to describe and reflect on what happened, how they went about preparing their lessons, and why they made certain decisions as opposed to others. More specifically, I asked questions such as

- Is there any part in the lesson in which you noticed that students were more involved in the learning and why?
- What do you perceive to be the strengths of the lesson and the weaknesses of the lesson? Why?
- What are some of the students' reactions that surprised you, or troubled you, or made you very pleased, and why?
- Did you think about the students while planning the lesson? If so, how?
- What did you learn from your students in this lesson?

Using this inquiry-oriented approach helped them develop a reflective stance, gaining insights into their students' learning, and using that knowledge to inform their instruction. For example, Victor was teaching in a high school where two thirds of the student population were NNSs. He came into the preservice teaching with the perspective that he was a culturally sensitive, experienced teacher, based on his prior EFL teaching experience in Japan. However, once he began to teach, he realized that learning to incorporate his students' perspectives in teaching required a deeper understanding of his students.

Knowing that using visual aids could help with ESL students' comprehension, Victor used a handout to illustrate how to use a clustering technique in preparation for a written composition, titled "My Native City," in his beginning-level ESL class. On the handout, he drew a chart to provide all the information necessary for the composition, such as the native cities of students, the population, the geographic location, and other relevant data. Victor first modeled the clustering technique, and then shared a composition he wrote with the class. But when he gave out the handout and asked the class to do what he just did, the class did not seem to understand. Only a few students were able to complete the diagram, while the rest of the class seemed confused or asked for help. Realizing that his students were confused and that time was slipping away, Victor explained the clustering technique again and remodeled his composition; however, he ended the lesson wondering what went wrong.

During the postobservation conference, we discussed every aspect of the lesson. Although Victor described his careful and thorough planning, and his use of the methods and techniques he learned from his methods class and from his cooperating teacher, he seemed puzzled that the lesson did not work. After considerable reflection, Victor uncovered what he believed were a series of problems with his lesson. First, he realized that his handout was too difficult for his students. Although his students had been exposed to the clustering technique, they were unfamiliar with his organization and the presentation of information on a chart format. Second, he realized that some students were unclear about whether they were supposed to write about their native country or their native city because some information on the handout was about their countries, and some was about their cities. Finally, the information that Victor provided on the handout did not match the students' knowledge about their native cities. Because he had failed to draw on his students' prior knowledge, he failed to engage them in this task. After considerable reflection and reconceptualizing this lesson, Victor decided to give this technique another try. He designed another handout; this time the handout centered on a series of questions about students' native cities. It was tailored to his students' levels, and he provided ample opportunities for brainstorming before beginning the writing task.

Victor reflected on this event and the value of reflecting on and self-evaluating his own teaching:

> Victor: In retrospect, I realized that it would have been more effective to present hand-out number four [the handout for the follow-up lesson] before attempting to write the first draft of the native city composition. During our weekly seminar meetings, we have discussed the necessity of spontaneous decision making as well as careful and thoughtful lesson planning. My experience with the native city composition seems to suggest that neither one of these essential skills can compensate for the accumulation of trials and errors in the classroom. However, if we immediately evaluate the factors that caused a lesson to fail, which in my case it was my lack of knowledge about my students, we can often plan an effective follow up lesson to get the unit back on course.

Reflection on Diverse Students

Whereas these reflective activities helped familiarize my teacher learners with teaching routines and procedural tasks, other journal reflections were designed to shift their attention from procedural tasks to the students in their classes. They reflected on what they knew about their students: who they are; what languages they speak; what their social, cultural, family, and literacy backgrounds are; how these students learn differently in class compared to other students that they know about or compared to themselves. They produced a portrait of each student in their class that was as specific as possible. This activity required that they seek information from their cooperating teachers, bilingual teachers, students' parents, and school guidance counselors about these students or talk to their students after schools. They reflected on these issues in their journal entries in the first 3 weeks and shared their writings in class.

Cross-Cultural Literacy Case Study

Once their students became visible in their journals and our discussions, I invited the teacher learners to study one or two students in their classrooms. A list of questions about ESL students' native language and literacy learning experiences were generated from class (see Appendix B). Teacher learners were asked to interview the student(s), observe them, examine their work, and write a report of their findings. The cross-cultural literacy project required teacher learners to go beyond mere awareness of the students to gain insights into L2 learners, and, in turn, use those insights in their instruction.

For example, as teacher learners shared their findings and artifacts from their case study students, they became keenly aware of the varied and complicated acculturation processes of adolescent ESL learners. They found out that although many ESL students were eager to fit in and to be Americanized, they experienced tremendous homesickness and isolation at the same time, especially for students who came to the United States with relatives and were separated from their parents. Teacher learners also noted that quite a number of ESL students felt stigmatized by their ESL labels and were eager to get out of the ESL program and into the mainstreamed classes.

These insights encouraged teacher learners to ask more questions, to refer back to our course readings, to realize the need to go beyond mere awareness, and to design possible ways of tailoring their instruction to the students' needs so as to accelerate their progress both in language and in academic content. Sue, for example, not only interviewed one of her Korean students but also talked with the bilingual teacher and observed the student in all his content classes throughout the semester. She even went to his Korean language class, learning Korean to experience SLA firsthand. She wrote about how this project informed her teaching:

> Sue: This cross-cultural project was extremely helpful. Most importantly, I learned a great deal about education in Korea, how different it was, and how similar it was. This information is valuable because it can help you predict how a Korean student might react to the teaching in an American school. Because of this project, I got to know Sung better. Before I thought he talked a lot in class. Now I got to know that he was always a step ahead of other kids. He finished his work fast and had nothing to do. So now I often design something extra to challenge him and the students like him after they have done the class work.

Closing With New Inquiries

As the semester progressed, many teacher learners became thoughtful in dealing with diverse students. Their journal entries and their discussion become more contextualized. They began to ask critical questions about ESL curricula and inquired into broader issues of L2 learning and diversity as shown in Morain's and Sally's reflections:

> Morain: One girl in my level one class was born here, but speaks Chinese at home. She told me the only language she knows is English because she cannot read or write in Chinese. Yet she tested so poorly on the LAB that she was placed in level 1. My question is? Why ESL? I know many English

> speaking students wouldn't pass the LAB. Is this strictly a numbers game for the district? Wouldn't this student benefit in another class?
>
> Sally: The whole issue of cultural diversity has been on my mind this last week (possibly because of the Ferdman's article and Thanksgiving). There I was teaching Thanksgiving to a whole lot of other non-Americans, I tried to link it to holidays from their cultures and found a mixed response: Some kids were happy and eager to talk about other holidays, but a Russian girl refused to discuss anything about Russian culture—may be she did not know or wants to forget. These issues are very complicated—Is my responsibility to reinforce the links? Is she (for whatever reason) ashamed of her background? Must I encourage her to talk about it or leave it? Dealing with emotional and psychological issues is very difficult when there is a language barrier.

Final Reflection

Reflecting on their students increased teacher learners' sensitivity to their students and urged them to be responsive to these students' backgrounds and characteristics in teaching. For the final portfolio reflection, teacher learners wrote about how they changed in their thinking and teaching by reflecting on their students and how they used that knowledge to inform their teaching. They compared what they learned and taught in the beginning of the semester with what they did near the end by selecting three memorable events in their preservice teaching. In the example below, Helen wrote about the importance of building a reflective habit in her teaching.

> Helen: After certain lesson, I look back on what I would have strengthened or weakened in that lesson to be more valuable or interesting to the students, or reading articles as we did in the seminar about how to make sure that all students are participating equally and not pick on the same "good" or "verbal" students. . . . Teachers also need to understand the cultures that are in the classroom and how to handle certain situations. Teaching also teaches you something different about your students and the lesson you taught.

The Teacher Learners' Portfolios

For the final presentation, teacher learners used both their own creativity and the guided reflection activities to exhibit their teaching portfolios. All of them included not only their own voices but also their students' perspectives through various exhibits and lenses. In the following, I give examples of three portfolios that best represent the reflective teaching portfolio in this particular teaching context.

Mary's Portfolio

Mary's portfolio is colorful and fat. It came in a three-ring binder decorated nicely with the pictures, photos, construction papers, and colored computer printouts. Her portfolio exhibits center around a theme of building a nurturing and challenging learning environment in her classroom. Mary included first a series of her students' photos with detailed descriptions of each student: their interests, their backgrounds, and their strengths and weaknesses. Mary then included her cross-cultural literacy project and her reflection on how this project helped her gain a deeper understanding of her students and how the investigation led her to reexamine her teaching. Mary wrote about how as a Latina teacher, she began her preservice teaching with

more confidence in herself because of her bilingual and bicultural background. Her initial perspective on her students was that she could easily relate to her students because she had been through what they were going through. However, not long into her preservice teaching, Mary noted in her journals and in the seminar discussion how dismayed she was at some of her students' negative attitudes toward each other's cultures, and the behavioral problems and low expectations held by these students and even by some teachers due to the students' ESL status.

Based on the readings and the cross-cultural literacy project and supported by her cooperating teacher, Mary initiated her own cross-cultural literacy project, assigning her students to interview their parents and friends about their cultural traditions and customs, write about their findings, and report them to the class. She included the whole teaching unit in the portfolio, showing her students' involvement and high quality of work. She then used her lesson plans at different intervals to show how her knowledge about her students informed her and changed her way of planning and carrying out her lessons. In articulating her perceptions of an ESL teacher, Mary included the reflections on her cooperating teacher's teaching and mentoring, her involvement in school's multicultural activities, and our seminar readings and discussion. In her final reflection, Mary began to construct her view of what constituted good teaching by drawing on her insights into her students' learning and by connecting theories and practices.

> Mary: Lindley (1987) emphasizes the idea that good teaching depends highly on the relationship between the teacher and students. He says, "the element I want to stress is the joining together of teacher with students. Where ordinary teachers somehow or often feel anxious in class because they sense a separation between themselves and their students, good teachers feel like students themselves; they are excited by the newness of old ideas" (p. 159). Thinking through this semester student teaching, I think I have lessened the separation between myself and my students. I have incorporated many ideas from Lindley and Dean in my teaching. I have learned that teaching is more than just knowing the material, it is about the relationship and understanding. It's about shared experiences in a classroom between the teacher and students.

Terry's Portfolio

Terry's portfolio was slender in a dark blue pocket folder. A common thread running through Terry's portfolio was connecting lessons to students' lives and interests. Being placed in a push-in program at an elementary school, Terry worked with the fourth-grade reading and ESL teachers in the ESL class with the lowest reading level. For her portfolio, Terry first included her early journal entries that revealed how apprehensive she was about a particular "troubled" student in her class, Edward. Once Edward was so disruptive that Terry had to send him to the principal's office. Terry's journals showed that as weeks passed by, Edward's problem intensified, and special education teachers were sent in to evaluate him. However, Terry's perception of Edward changed, as she noted in one of her dialogue journal entries after several attempts to get to know him.

> Terry: My cooperating teacher asked a "good" student to stand in back of the classroom because he was talking. That student began to cry. [Edward], the

> troublemaker, began laughing at this student and was making fun of him. I decided to go up to [Edward] and ask him how he would feel if he was crying and somebody else was laughing at him. He told me that he never cries in school because he is always crying at home when his father (who is an alcoholic) and his brother beat up on him. When I heard this, I got so upset that I left the room and started to cry. It was truly a sad situation. I couldn't believe what this 9 year-old has to go through every day. I learned the most valuable and rewarding lesson. I feel that teachers' number one priority should be the students' needs.

Terry then included Edward's photos, showing him actively participating in a sequence of learning activities. She included his work to illustrate how, with the support of her cooperating teachers, they made a difference in this student. Edward was not sent to the special education program and began to achieve. In the second half of Terry's portfolio, she used a series of lesson plans and teaching reflections to show how her experiences with Edward inspired her to seek information from her students and use that information to make her lesson relevant, meaningful, and challenging. For example, she reflected on a week-long unit on *Molly's Pilgrim* (Cohen, 1983), using rich reading materials, a movie, and class sharing to stimulate their students' minds and challenged them to produce the rich and authentic writing of a book about their immigration experiences. For the final reflection, Terry wrote about her understanding of teaching an L2:

> Terry: This student teaching experience has made me more aware of students' needs. It is especially important in the field of ESL, where students are so culturally and linguistically diverse. It is difficult for them because they must not only learn English but also get accustomed to American culture. We, as ESL teachers, must be aware of these important issues and consider our students while teaching.

Sally's Portfolio

Sally's portfolio came in a heavy volume. It contained different sections and multiple folders. She used a theme of using research and knowledge about students to inform her teaching. The reader of Sally's portfolio would discover that, strong in academics, Sally had many preconceived notions and beliefs about L2 teaching prior to her preservice teaching. In her journal entries at the beginning of the semester, she revealed that she was a firm believer of using English all the time to provide the language environment for children to learn. She resisted content-oriented ESL teaching because there was not enough focus on language. However, by focusing on her students, she began to change her beliefs. Sally included the following reflection to illustrate this change:

> Sally: Alice, a nine year old girl arrived at school in September from Taiwan. She had no English. It so happened that when I walked in her class today I saw Alice sitting at her desk crying. It was impossible to establish what was wrong so we called a bilingual child from another class who interpreted. Alice was terribly upset because that day the class had started cursive writing and she had only just learned manuscript letters. She told her friend that she didn't understand anything and asked why the teacher changed the writing. It really upset me to see her so upset and I could see that she felt completely overwhelmed, lost, and alone. I also realized that no matter what words of

> comfort and reassurance I gave she would not be able to understand. This incident changed my attitude in a few ways. I used to think avoid translation at all costs, however that incident made me realize that this is not appropriate. Alice's Chinese bilingual friend could reassure her in a way that I could not. It also made me far more sensitive to children's emotional needs, feelings of inadequacy and self doubt created by being in an L2 environment.

Teaching in a pull-out ESL program in an elementary school, Sally had a mixed group of students from kindergarten to Grade 5. Her lesson plans showed a progression from skeletonlike in the beginning to more detailed and elaborated near the end. She even designed two or more lesson plans for each lesson, tailoring her instruction according to her students language proficiency levels, language and cultural backgrounds, and personality and gender differences. Sally also organized her teaching materials, tests, and her students' work in her portfolio according to those categories. Sally was able to take on the role of a teacher researcher and used her classroom practice to test out some of the principles and techniques that she learned in the graduate program. This enabled her to make strong connections between theory and practice. Sally talked about her experiment with research-oriented teaching in the following journal entry.

> Sally: After presenting and discussing the topic (bats), reading a book and making a web, I gave each group a different reference material and had marked the paragraph where they could find the answers. I was surprised at how difficult the students found the task. Even the more fluent children had difficulty extracting information from the reference material. I realized that this was not only a language issue but more the lack of learning strategies and I decided therefore to include an aspect of learning strategies in each lesson with my 3rd and 5th grade group. This was easier said than done for a variety of reasons. I used the CALLA handbook [Chamot & O'Malley's (1994) *Implementing the Cognitive Academic Language Learning Approach*] to determine which strategies are important and added some of my own to the list that I created. I found, though, they were quite difficult to introduce because they demanded a lot of teacher talk, which the children find difficult to follow (I prefer activities where the children learn through doing) . . . I think it was on the whole only partially successful and it is something that I would like to research more.

By focusing on her students, Sally was able to look beyond individual students to larger L2 learning contexts as she reflected on this change:

> Sally: I entered the program with the perception that communication is the primary goal of the ESL teachers. I see now that the role of the ESL teacher is much broader and encompasses many different facets of which communication is only one. As the ESL program is school based, it is essential to focus on learning strategies and academic language. This should be done from within a content area approach and that the ESL teacher focuses on content in congruence with the class teacher as much as possible.

Even though the content of their reflection, the format of their presentations, their previous experiences, and their teaching context varied, these three teacher learners were able to show the progression that best reflects the function of the reflective teaching portfolio as a learning tool and as a forum for developing a reflective stance

toward their own teaching and learning. Examining these students' portfolios revealed that all three were capable of identifying and documenting their growth and change.

PRACTICAL IDEAS

The reflective teaching portfolios promoted reflection and professional development in these teacher learners. Such reflection should become a structured part of teacher education programs. In the following, I describe strategies needed for such reflection to occur.

Create an Open Reflective Environment

In the preservice teaching context, creating an open, reflective environment is not easy because under the current apprentice and knowledge transmission model of teacher education and institutional structures, colleges and schools tend to emphasize knowledge display rather than inquiry and learning from mistakes. During preservice teaching, teacher learners are under pressure to demonstrate their knowledge about teaching and receive favorable evaluations rather than to reflect on their teaching practices. Believing that preservice teaching is the final demonstration of what they learned and what they could do, some students were hesitant to reflect on unsuccessful lessons. Therefore, several conditions have to be met in order to create a reflective environment.

Time has to be assigned for reflection and for building a reflective habit. I normally allow at least 30 minutes for us to share each other's journals. This free sharing with no evaluation constraints promoted dialogue and open discussion. Having time for reflection also means taking time to get to know each other in the seminar, learning the culture of our field sites, and building a learning community. Teacher learners' shared experiences often add extra credibility to the issues at hand and motivate them to talk more openly about their problems and concerns.

To build a nonthreatening environment for critical reflection, I also model the reflective process by talking about my experience teaching Chinese in a southern elementary school and experiencing a lot of difficulty working with a particular group of students who had no exposure to non-American teachers. I knew my third graders were bored, and only after watching a group of them playing soccer outside, did I realize that my teaching techniques, typically used with adults, were not appropriate for this group of children. This realization led me to adjust my teaching.

Another way of making teacher learners feel safe enough to be critical about their own teaching is to ask them to observe how their cooperating teachers handle less successful lessons or even uncertainty about their own teaching. The teacher learners who embraced the reflective activities were also the ones who were placed in environments where reflective teaching was nurtured and encouraged by their cooperating teachers. At the weekly seminars, they often shared how their cooperating teachers' questions provoked reflection on their own teaching or how it made them rethink and reflect on their own teaching when their cooperating teachers questioned the effectiveness of their own lessons or shared their own uncertainties and concerns.

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Structure Ongoing Reflective Experiences

The key to ensuring the reflective process in portfolio compilation is to structure reflection so as to provide students with opportunities to review their portfolios and reflect on them continually rather than waiting until the final product. Clearly articulating the purpose of the portfolio and its focus is essential. Unlike the artist's portfolio to showcase the best work in a summative way, our reflective teaching portfolios were used to trace the processes of learning how to teach. I explicitly talked about the teaching portfolio as ongoing, progressive, and dialoguing, and provided handouts for the structure of the portfolio compilation. Because I used reflection as a theme of the teaching portfolio and communicated my expectations to my students early on, teacher learners selected pieces that revealed their growth and illustrated their reflections rather than simply showcasing their accomplishments. Also, by requiring the reflective components of the portfolio and by encouraging teacher learners to compare and contrast their teaching in the beginning with their teaching near the end, their reflections became deeper and broader throughout this process.

Several strategies that I used to emphasize this ongoing reflection were

1. paralleling the reading discussions with the focused topics for journal reflections
2. periodically sharing the portfolio in process
3. responding to teacher learners' journals for further reflection
4. having peers share reflections at the seminar
5. posing questions for postobservation conferencing
6. requiring a demonstration of growth and progression in the final portfolio presentation

As a teacher educator and researcher, I was pleased when my teacher learners were able to pay attention to their students early on and to make more connections with their students as time went on. There were times, however, when I found myself struggling with competing demands for seminar discussions because often teacher learners had pressing issues to discuss or they did not always respond to the issues as I expected. For example, many were anxious about writing a lesson plan and carrying it out within the time limit with a proper beginning and a closure. Rather than providing a quick fix, I encouraged them to think deeply about the issue of lesson planning by looking at it not only from a teacher's perspective but also from the perspectives of their students and also with in the broader context of their teaching and learning. I assigned the chapter on lesson planning in Richards and Lockhart's (1994) volume as an example of different perspectives on lesson planning. After reading and talking about multiple perspectives on lesson planning, students raised questions such as

- How should we prepare the learner for the lesson?
- What should we do if the students do not get the point we make?
- Is a good lesson one that covers everything on the lesson plan or one that is fully comprehended by the students?

This added more depth to our discussions, which helped them see the true complexities of teaching. This also enabled me to learn their perspectives and realities—insights that enabled me to design and adjust my seminar structure in a way that was more responsive to their professional growth.

Foster Teachers' Reflection on Diverse Students

Because it predicts teachers' professional growth and is necessary for such growth to occur, it is important for the teacher educator to orient teacher learners' attention to their students and structure activities, such as cross-cultural literacy case studies, that foster reflection on their students. The cross-cultural literacy projects, portraits of the students in their classrooms, readings on diverse students, postobservation student-oriented questions, and inclusion of their students' voices in their portfolios helped the teacher learners in my course see their teaching from the vantage point of the student. By reflecting on diverse students, teacher learners moved away from making quick generalizations about their students and looked at their students individually and holistically.

CONCLUSION

As Richert (1990) points out, the focus and the structure of the reflective practices often shape the direction of teacher learners' reflection. In this case, the reflective teaching portfolios enabled these teacher learners to consciously think about their students and their teaching contexts, so they could work with these diverse students. A teacher's growth comes from wrestling with uncertainty and tensions. The immediate, urgent, and practical nature of preservice teaching offered our seminar a real context in which teacher learners grappled with issues, shared their experiences, offered support to each other, made suggestions about and offered solutions to a problem, and negotiated meaning together in their writing and class discussions.

To prepare teachers for the 21st century, teacher education programs need to engage teacher learners in reflecting on and developing their knowledge of linguistically and culturally diverse students. Reflective teaching portfolios are a very effective tool.

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CONTRIBUTOR

Yu Ren Dong is assistant professor in the Department of Secondary Education & Youth Services of Queens College, City University of New York. She has taught teacher education courses for ESL and mainstream preservice teachers of linguistically and culturally diverse students. Her research interests are teacher education, ESL academic writing, and content area ESL. She has published articles in *Research in the Teaching of English*, *English for Specific Purposes*, *Teaching English in the Two-Year College*, and *TESOL Journal*.

APPENDIX A: SEMINAR READINGS

Textbook

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APPENDIX B: FOCUSED QUESTIONS FOR JOURNAL AND THINK PIECE

Writing Questions for Reflection in the First Half of Preservice Teaching

- Who are your students?
- What are their linguistic, educational, cultural backgrounds?
- What are some of the surprises or unexpected findings about your students?
- Compare your students' backgrounds with yours; how are the backgrounds different or similar?
- How does your cooperating teacher deal with students' needs?

Midterm Think Piece

- How are you going to work with diverse students?
- What are some of the changes that you have had in your understanding about your students' needs?
- How do you negotiate and make meaning of the tensions, conflicts, and mismatches between what you learned at college and what you found out in your teaching site?
- What do you know about ESL teaching curriculum in your school?
- What support systems for diverse students are you aware of in your school?

Questions for Reflection in the Second Half of Preservice Teaching

- Have you thought about your students in your lesson planning? How?
- What are some of the support systems and resources for language minority students?
- What are some of the problems that your students might have in academic reading and writing?
- How can you improve your questions, directions, and feedback to ensure maximum participation of your students?
- How has your students' cultural identity changed over time?
- How does your own cultural identity influence your beliefs about teaching diverse students?

Final Think Piece

Draw on your portfolio and reflect on your growth as an ESL teacher and your growing knowledge about teaching linguistically and culturally diverse students.

APPENDIX C: QUESTIONS FOR CROSS-CULTURAL LITERACY CASE STUDIES

Choose one ESL student with whose culture you are unfamiliar and interview the student about the following.

1. Background information on your student:
2. Home literacy experience (reading and writing) of your student:
   - How long is a normal school year back in the home country?
   - How did the student get to school: walk, take a bus, or ride a bike?
   - How many subjects did your student have in a normal school day?
   - Which subject was your student's favorite?
   - What kind of textbooks were used?
   - What kind of friends did the student have?
   - Who were the teachers for different subjects?
   - Which teacher did the student like best and why?
   - What are some of the differences between the teachers in the home country and the teachers here?
   - How did the student learn in class?
   - How did the teacher handle disciplinary problems?
   - In what ways did the parents get involved in their child's education?
   - How did their teacher grade work?
   - What was the relationship between the teacher and the student?
   - What was the first book read in the native language?
   - What was the first writing that produced and at what age?
   - What are some of books that the student can remember reading in the native language?
3. Literacy learning in school here:
   - How are reading and writing different between English and the students' native languages?
   - What does schooling mean to your student?
   - What is your student's goal in the future?
   - What is your student's perceived difficulty with English and why?
   - Any outside help that your student has to learn academic subjects? Who and how?
4. What did you learn from your student?

PART 3

Reflective Experiences of TESOL Teacher Educators

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CHAPTER 10

Investigating Dialogue in Language Teacher Education: The Teacher Educator as Learner

Bill Johnston

INTRODUCTION

This chapter describes a self-study project in which I looked at dialogical features of my teaching in an MATESL methods course in a U.S. university. I examine data from various sources, including transcripts of classroom interaction, teacher learner journals, and drafts of written assignments, with the goal of understanding the nature of dialogue in the class and, by extension, in my own teaching in general.

At the same time, the chapter is also an extended reflection on an important stage in my own professional development. Increasingly, teacher educators are encouraging their teacher learners to take a reflective approach to their teaching and to use action research methods to gain a better understanding of their own classrooms; yet, as McNiff (1993) points out, teacher educators are rarely seen to be practicing what they preach, that is, conducting reflective inquiry in their own classrooms and sharing the results of this inquiry in the professional forum. The project described here represents an attempt to do just this.

CONTEXT

Just as the introduction implies a double focus for this chapter, so also are there two ways in which its context might be understood. One is the institutional and educational context in which the chapter is set—my methods course. The second is the context of my own professional development.

The project described in the chapter was conducted at an important point in my own development as a teacher educator. Over an extended period, I had been gradually introducing certain changes into my teacher education courses, including weekly teacher learner journals, negotiation of syllabus, more formalized use of conferencing, use of formative teacher learner feedback, and alternative assessment procedures including such elements as process writing of assignments. I had also being puzzling over certain comments on teacher learner evaluations I had been receiving. These had largely been very positive, yet teacher learners in several courses had suggested that I should "lecture more" or that they "would like to hear more of my own views." I was unclear how to reconcile these suggestions with the student-centered, nontransmissional approach to which I was committed. At the

time of the project, in reflecting on these comments and on the relatively disparate innovations I had initiated, I had begun to perceive a powerful common conceptual theme underlying them, and had begun to reconceptualize my teaching as a whole in terms of dialogue.

My thinking on dialogue and dialogical forms of education represents a confluence of the work of a number of different theorists. It was primarily inspired by Noddings' (1984) view of dialogue as a feature of caring and of the moral relation between teacher and learner (Noddings uses the more general terms *one-caring* and *cared-for*). For Noddings, teaching is a primarily a moral relation because it always revolves around the treatment of one individual by another in which the latter has primary responsibility for the learning of the former. Noddings sees dialogue, along with practice and confirmation, as one of the "three great means of nurturing the ethic ideal" (p. 182) of creating and sustaining caring relations. Noddings' work in turn draws on that of Buber (1958, 1965) and his account of dialogue in terms of the I/Thou relation, a kind of relation that acknowledges the primacy of connection with the Other over separation and difference. Noddings' emphasis on the moral relation complements Freire's (1972) view of dialogue as an essential condition for an emancipatory, antihegemonic pedagogy (Johnston, 1998) in which teacher learners' voices may be heard and learning may be free of authoritarianism. As this suggests, another key component in dialogue is the question of voice (e.g., Anderson, Cissna, & Arnett, 1994; Bailey, 1996). Finally, Burbules' (1993) detailed discussion of the dialogical relation in education, looking at the forms and uses of dialogue, provides a link between these more philosophical approaches and empirical discourse analytic work on conversation and classroom interaction that is more familiar to many applied linguists.

My own understanding of dialogue includes all of these elements. I see dialogue in educational settings as having at least three interrelated characteristics. First, it requires the participation of the teacher and teacher learners. As student-centered pedagogies show, teacher learners learn best when they can express their emerging ideas in spoken and written forms. Yet the teacher is a de facto authority in the classroom, so her or his input is also vital. The point is that both these sides are needed: There can be no learning if either one is missing.

Next, dialogue is fundamentally contingent. Because of the complexity of what the teacher and teacher learners bring to the classroom, and the further complexity of their interaction in class, it is impossible to predict exactly what teacher learners will or will not learn. What they learn depends in complex ways on their interaction with the teacher and with their fellow learners. This complexity seems a strong argument both for individualized forms of learning (e.g., choice in assignments) and for highly interactive activities in class.

Finally, dialogue involves constant negotiation. Because of its contingency, truly dialogical relations can only be maintained through a constant moving to and fro between participants in the domains both of content (what we are studying) and process (how we go about it). Dialogue needs ongoing attention and commitment to survive.

These three elements, then—participation, contingency, and negotiation—seem to me to form the backbone of dialogue in the classroom.

There have been theoretical calls for dialogue in teacher education (e.g., Fernández-Balboa & Marshall, 1994) and analyses involving the use of dialogue in

certain areas of language teacher education (Wong, 1994) and teacher development (Ramani, 1987). Yet there have been few if any empirical studies of dialogical practices, or of the practical and conceptual consequences of a dialogical approach to teacher education as a whole. My aim in conducting the project described here was to record and analyze the enactment of dialogical principles in an actual language teacher education context.

The course in which I chose to conduct my project was my own methods course in an MA program at a U.S. university where I was working. In this program, the methods course came at the end of the sequence of required classes (including such subjects as second language acquisition [SLA], structure of English, and syntax), and was thus considered a capstone course, along with the practicum, which the teacher learners took concurrently. There was de facto little or no formal coordination between the methods course and the practicum, which were taught by two different instructors.

The class in question was smaller than usual: There were 9 teacher learners, rather than the customary 15 or so. Four learners—2 men and 2 women—were American. The other 5 were all women; 2 were from Japan, 1 from mainland China, 1 from Taiwan, and 1 from Albania. Most of the teacher learners had had some (though not much) experience of teaching English or of tutoring; some had taught other languages. All were in their 20s or 30s.

The class met for 50 minutes three times a week over a 15-week semester. The syllabus was divided into four major parts. First came an overview of the history of language teaching methods. This was followed by a look at current practices in the teaching of the four skills, along with grammar, vocabulary, and pronunciation teaching. Third, we looked at approaches that integrate these various components, such as whole language. Fourth, we explored the "big picture" of ESL/EFL, including syllabus and program design, and also sociopolitical context and the political nature of English teaching. Readings came from two books and from a packet of recent journals.[1]

Assessment for the course was based upon a combination of several elements: attendance and participation in class activities; a dialogue journal with the instructor written once a week through the first half of the semester; and two papers, each completed through a process writing procedure involving an outline and drafts. The latter component was the only one graded.

It is important, too, to state that the form the class took was as interactive as I could make it. The comment cited above about the lack of lectures in my class is indicative of a basic truth: I felt very uncomfortable lecturing (I still do, though to a much lesser extent). I tried to avoid extended periods of class time in which my voice alone could be heard. Rather, time was taken up with activities such as tasks (e.g., designing materials, responding to a sample of student writing) and small-group or whole-group discussions, often centered around the readings or issues arising from them. Finally, an important element of these activities—and one area in which I saw myself as playing an key role—was in making connections between what we were reading about and the teacher learners' own experiences as language learners and teachers.

[1] I have to point out that the methods class I teach today, with its attendant readings and requirements, looks considerably different, and is constantly evolving. The syllabus described here is not indented as a model; it is simply offered as part of the description of the class as it actually was at the time.

DESCRIPTION

As I explained above, there was no single element of this course that was particularly new; but at the conceptual level it was a very important one for me because it was the first course in which I had thought consciously about "taking a dialogical approach." I decided to chart what was happening in this class, particularly as it related to forms of dialogue. The most appropriate way of doing this seemed to be by conducting a self-study project drawing on many of the techniques and purposes of action research.

My understanding of action research is very broad; I see it as a mode of inquiry in which, above all, a teacher seeks to understand her or his own classroom. Thus, it need not necessarily be motivated by a perceived problem, nor be focused on action in the sense of concrete classroom practices; rather, it may spring from a desire to (re)conceptualize one's own teaching through careful reflective analysis of empirical data (Anderson, Herr, & Nihlen, 1994). In such cases the action takes place more at the intellectual and conceptual level. Although I used the term *action research* during the project, for example when explaining to my teacher learners what I was doing, a better label for it might be *self-study*, a term increasingly used in teacher education research (e.g., Richards & Russell, 1997) to describe efforts by the teacher educator to better conceptualize his or her own work.

As I planned the project in the first few weeks of the course, it seemed to me that the most obvious places in which dialogue was taking place were in classroom discussion, in the dialogue journals, and in the process of writing papers. I decided to focus on these in the data collection, which I began about halfway through the semester. The project was screened by the university's Human Subjects Committee, which gave me permission to go ahead. From the teacher learners, I obtained permission to keep copies of their writings and include these data in the project, on condition that data analysis would only begin after the end of the course, once grades had been assigned. With the exception of my own journal, data comprised exclusively materials that even without the project would have formed part of the class. The following sources of data were used:

- my own journal, kept during the class,
- audio recordings of seven class sessions,
- copies of teacher learners' journals, along with my own responses,
- copies of all drafts of teacher learners' assignments, along with my own feedback, and
- other data from the class, including the syllabus and handouts.

An important aspect of my project was the fact that I was demonstrating a professional development activity to the teacher learners. Generally speaking, in all my work in teacher education, I try to provide what Woodward (1990) calls *loop input* and enact in my own classroom the teaching principles I espouse. Conversely, I always offer myself up as a living specimen. I encourage teacher learners to think critically about my teaching, pointing out that if I am claiming to be able to tell them how to teach, I should practice what I preach. As McNiff (1993) and Whitehead (1993) have shown, there is a crucial element of professional and moral integrity at stake here. In this particular case, it seemed especially vital to explain to the teacher learners what I was doing and why. Throughout the duration of the project, I

attempted to do just this. As a result, the teacher learners showed considerable interest in the project and in the idea of action research, and were unfailingly helpful and cooperative, even with a microphone in the room. I can also honestly say that, as far as I could tell, the data collection did not have a noticeable impact on classroom interaction.

DISTINGUISHING FEATURES

In this section, I describe what emerged as the distinguishing features of dialogue in this class. I also outline some of the principal insights it allowed me—that is, how the project served to further my own professional development. I will look at three arenas for dialogue: classroom discussion; dialogue through writing; and other dialogical aspects of the class.

Spoken Dialogue

Whenever one uses the word *dialogue*, it is spoken interaction that first comes to mind. The discussions we held during class time were foremost in my mind as I envisaged this project, and one of my principal goals was to obtain some insight into what these discussions were really like, and whether what went on in them was truly dialogic in nature.

I employed a range of discussion formats in the class. In some classes, discussion began in small groups (usually of three learners), after which we convened as a whole group. Other discussions were conducted exclusively in the whole group. Some discussions were focused on specific questions, often arising from a particular reading or topic; others were more general. For example, in the class on the native speaker (NS)/nonnative speaker (NNS) distinction and how it relates to teachers, I gave the following instructions to the teacher learners, who had read three short articles on NS/NNS issues:

BJ: The title of the Medgyes article from what I remember is . . .

Theresa: "Native or Non-native: Who Is Worth More."

BJ: (writing on board) ". . . who is worth more?" Um, and I think that provides a fairly useful focus for the, um, to begin the discussion. And we can ask ourselves two questions. We can ask: "Who is worth more?", native or nonnative, and we can also ask: "Is this the right question to ask?" That's one of the things that we should always be doing in this academic context, is not just responding to questions but asking ourselves: "Are these the right questions that we should be asking?" Does this matter? Is it worth talking about worth? Is the distinction between nonnative and native speaker actually one of the central distinctions in the field? Does it need to be made? OK? So questions on two levels. Let's set off . . . in groups of three, can we please make sure, actually, do you, do you want to have bigger groups? No, we don't. Um, groups of three, can you make sure that your group contains at least one native speaker and at least one nonnative speaker and can the native speakers please allow the nonnative speakers to speak? OK? Off you go.

After these instructions, the small groups discussed these questions for 15–20 minutes, while I circulated, listening to each group for a few minutes at a time, and monitoring the extent to which teacher learners were engaged and participating. Then we came together as a whole group. Each group reported back on the most interesting issues that were raised; this generated more questions, and the discussion was pursued further for most of the rest of the class period. In this particular case, because the topic generated particularly lively interaction in both small-group and large-group format, and by my own assessment, the ideas being discussed were important and relevant, I found it less important to control the dialogue by directed questions or other means.

In other cases, small-group work was focused on a task such as discussing possible responses to a piece of teacher learner writing. At other times, where topics emerged from more conversational interactions, I encouraged teacher learners to pursue them. This happened, for instance, when an exchange of accounts from presentations at a local conference turned into a lengthy discussion of the role of games in language teaching (see below). In deciding at any given time how best to organize and run the discussions, I was juggling several different considerations, notably the extent to which teacher learners' own lives and experiences were being brought into contact with the material of the course, and the desirability of each teacher learner being able to talk (much greater in smaller groups) with the opportunity for all teacher learners to learn from each other (enhanced in whole-group interactions).

In passing, I have to point out that the complexity of discussion in this context—relatively unconstrained in terms of direction, yet relatively focused in terms of substantive content—is something that deserves much greater attention. What I have to say here is offered in the full awareness that it only scratches the surface of what was really going on.

My discussion of dialogue in the class will be framed by Burbules' (1993) three rules of dialogue: the rules of "commitment," "reciprocity," and "participation" (pp. 80–83).

Burbules' rule of commitment states that: "Engagement . . . must allow the flow of conversation to be persistent and extensive across a range of shared concerns, even difficult or divisive ones" (p. 81). That is, it requires a "commitment to, and confidence in, the communicative process" (p. 81). In reviewing the transcripts from the class, it is difficult to pin down specific moments when this commitment reveals itself. Nevertheless, I think it is accurate to say that the general character of the transcripts suggests strongly that this requirement for dialogue was met. It was very much the case that each of our discussions ranged extensively, often lasting most or all of the time available to us on a given day. It was also the case that the discussions continued throughout the semester so that, over time, the commitment of both teacher and teacher learners to the communicative process was constantly reaffirmed. I might add that this affirmation was also located in the other dialogical aspects of the class (e.g., dialogue journals, process writing), which I will examine in more detail below.

The rule of reciprocity requires that: "Engagement . . . must be undertaken in a spirit of mutual respect and concern, and must not take for granted roles of privilege or expertise" (p. 82). This also, conversely, means that dialogue should be reversible

and reflexive: "What we ask of others we must be prepared for them to ask of us" (p. 82).

Though it may seem paradoxical at first, some of the best examples of reciprocity seem to come at moments when teacher learners and teacher challenge one another's ideas. In looking over the transcripts, I came to believe that the "respect and concern" that Burbules talks of need not only mean listening respectfully to one's colleagues ("I hear you"); it can, and should, include taking the other's intellectual position seriously enough to wish to explore or challenge it. In this, too, lies respect. In the following example, in the course of a discussion of games, the other teacher learners press Xia, the learner from mainland China, to explore her objection to what she sees as the excessive use of games in some language teaching:

Xia: I have a problem with all these activities, I mean some of them are good, some of them—I just don't see why—

Ruth: Well, [a presenter at the conference] said in hers is that the reason she likes to play vocabulary games is because in her class there's two groups. People who study and people who don't. And even though they don't study, she still feels an obligation as a teacher to have them practice and try to learn their vocabulary so she plays games for the people who don't study outside their class.

Xia: Will that help them study?

Ruth: No, they don't study, it might help them learn if they think it's fun.

Xia: If they don't learn, they don't learn.

[Side exchange between two other participants]

Xia: If I play games, I don't learn. It's a kind of learning style and then it's also a kind of teaching style but I, I think in American classrooms I mean I'm probably too, generalizing too much but from what I've seen I think people are trying to emphasize too much on you know trying, I don't know, if it, it's not classroom for me.

Luljeta: You mean they overuse games and there's not only language involved but maybe there are other skills. And you don't know, maybe you put more emphasis on the other skills which are how to say, general or common for everybody, rather than using the language. In fact, I have prepared games for teaching but I have not learned the language for games. And I don't know how helpful the games will be for language, and to what extent they help to increase the vocabulary or grammar or structure, I don't know.

Ruth: But they could be used to help the teacher with classroom management. If your students are not cooperating together, and then you make them play a game and they don't realize they're learning.

Xia: But don't you overuse them?

In this extract, Xia's objections become a springboard for an extended discussion of the usefulness of games (the discussion extends well beyond the extract given above). In different ways, the teacher learners engage Xia and the opinion she has expressed. Ruth tries to argue for the value of playing games; Luljeta (the Albanian

learner) expresses a middle position, trying to reconcile the more extreme views the other two put forward. In each case, it seems to me that dialogue is based both on listening to the other and on critically evaluating the other's position and sharing that evaluation in the continuing dialogue. Finally, it is important to recognize that, as this extract shows, the dialogical relation is not only between teacher and teacher learner but exists among the teacher learners as well.

Another, shorter extract comes from the end of the same class. I have brought the discussion to a close, and have made a transition toward the topic of whole language, which we will be discussing next time. I wish to give the teacher learners some of the background to whole language, and talk for a few minutes. I do what I always do in the methods class—try to open up the way I run my own class as food for thought on how teaching can and should be done in general. In the middle of what has become a minilecture (ironically, given the subject matter), Neil interrupts me with a question:

> BJ: The reason I run this class as I do is that I firmly believe that these so-called peripheral ways are actually the central ways that you are learning. I think that you are learning in this course, whatever learning is or whatever it is you're supposed to learn here, that you do it better when we have a discussion, when we have group work, when we write things, when we write to each other and do stuff like that, than when I'm sitting here pontificating. I don't mind doing that from time to time. But I see that the way that this class is going fits in with what we've just been talking about in terms of language teaching. I don't really see any difference between the two things. So that's, let's kind of try to move on now, and I'll say a couple of words about the whole language movement . . .
>
> Neil: Oh, I just wanted to ask the question, why do you think it's more beneficial that we learn, that we learn in groups as opposed to you lecturing?
>
> BJ: Well, OK, I don't think that it's more beneficial, period. I think that group work is a valuable component because you're able to listen to other ideas, express your own ideas and to do it in a more sheltered way in a sense, um, so that in groups you know we get a chance to say something. There are lots and lots of reasons that I can go into another time.

Here, Neil's question can be seen in two different ways. At one level, he is questioning educational practice in general through the example of this class in particular. However, this seems to be significant at another level, too: The very fact that he feels comfortable asking the question indicates that he feels comfortable challenging authority, as Burbules suggests is necessary, and that he can do this within the bounds of classroom discussion. Furthermore, he presents his challenge directly to me, through an interruption of my talk, in the same way that I sometimes break in when teacher learners are talking. These latter points in particular suggest that the condition of reciprocity is being fulfilled.

Burbules' rule of participation states that: "Engagement . . . must be voluntary and open to active involvement by any of its participants" (p. 80). In general, it can be said that all the teacher learners participated in the discussions. Certainly no one

was coerced into contributing when they did not want to, and no one resisted participation. However, in examining the transcripts, I was struck by the absence of certain voices. All 4 NSs were active in the discussion; 2 of the NNSs (Luljeta, from Albania, and Xia, from mainland China) also took part with some frequency. However, the Taiwanese learner and the 2 Japanese were rarely heard in whole-group discussions, though they took a more active part in small-group discussions.

This fact spoke to a more general concern I have about the position of NNS teachers in the language teacher education classroom. I was wondering if the fact that they were silent also meant that they were silenced. I was sufficiently aware of the issue during the class itself to include a question about it on the informal evaluation and reflection I asked the teacher learners to complete at the end of the course. The question asked: "Did you ever feel silenced in this course? At what moment? Did this matter? What should be done about it?" Most of the teacher learners did not regard this as a problem. However, precisely three of the evaluations had something to say on this point. One, from a teacher learner identifying herself as Asian, said: "I am still not used to the teaching/learning style of this class—all discussion, no lectures or anything else." Another wrote: "I felt silenced when the topic was not specified, and when some people were arguing aggressively." The third, one of the Japanese teacher learners (she signed the evaluation even though it was meant to be anonymous), wrote,

> Many times! Partly it's cultural, I suppose, that I felt my questions would be too basic and not interesting to others. This is the very thing I've been trying to conquer in my course work since I came here. Because I just feel awful after class in which I don't speak a word, feeling dumb and unproductive.

These comments highlight a particular irony inherent in the use of a dialogical approach. It is supposed to be a way of heightening sensitivity to all learners; yet, at least in the way I tried to enact it in this class, it turned out to be inimical to those teacher learners for whom it is most obviously intended. These comments indicate that the rule of participation was not fully operating in this class.

Written Dialogue

In this section, I will look first at the use of dialogue journals, and second at issues related to process writing as it was enacted in the class.

In this course, I asked the teacher learners for a journal entry of one-half to one full page or more each week throughout the first half (8 weeks) of the semester. I encouraged teacher learners to write about anything relating to the class that seemed of interest to them, concerning either specifically what we did in class (readings, discussions, and so on) or more general issues of language teaching. Each week, I provided a suggested stimulus for those who were not sure what to write about. I explained to teacher learners that the journal would not be graded. I encouraged them to write in whatever format was most comfortable (for many, this meant writing by hand) and to concentrate on content, not formal matters such as spelling or grammar. I responded individually to each journal entry, writing my own comments and questions in handwriting on the journal itself.

One of the principal reasons behind the use of dialogue journals in this class (and in others I have taught) was to compensate for the potential silencing of quieter

learners mentioned in the previous section. It is meant to offer an alternative outlet for those who for cultural or individual reasons find it difficult to participate in class. The journal is intended to give the teacher learners voice, and to allow them to work through the issues that are of importance to them. The message I intend to send to them is that their development is important to me, and that they, too, are deserving of my attention. It is intended as a form of what Noddings (1984) calls "confirmation" (p. 193).

More generally, the journal is a way of building a one-on-one relation with the teacher learners to an extent that is simply not possible by meeting with them only in class. This is an extremely important value for me—so important, in fact, that I spend considerable time outside class responding individually to journals, even in classes quite a lot larger than this one.

In responding to journals, I try to make them truly dialogical. This includes asking questions; probing and challenging the beliefs and ideas that teacher learners express; and also disclosing my own experience and views. My hope is to establish and maintain a dialogue that runs parallel to the dialogue in class, and that in certain ways supplements and complements it.

The real test cases of my aims are those teacher learners who do not participate so actively in class. In this section, I will focus on the journals I exchanged with two of the quietest teacher learners: Kaoru, from Japan, and Qiu, from Taiwan.

Qiu's journal often focused on the application of the ideas we discussed in class—communicative language teaching, whole language, and so on—to the rather conservative educational system in Taiwan, where she came from and where she would return after the course. Looking over her journals, I see an initial pessimism give way to a guarded belief in the possibility of change, and of her own role in that change. I also see Qiu's journals growing longer and more complex as the semester progressed—from two pages at the beginning to between three and four in the final entries. An important fact, too, is that, although Qiu said little in whole-class discussions, her written English is rich and expressive, despite the fact that she says she is not a good writer in either English or Chinese. After this "confession," in the final journal entry in which teacher learners had been asked to reflect on the experience of the journal itself, she goes on:

> For me, writing in English doubles the burden because I have to think about the form in addition to the content. But I really like to keep a journal like the way we did as a channel of mutual communication. You emphasized that it will not be graded; so I feel released to the grammatical errors in my writing. Besides, something I can not respond immediately and directly in class, I still can express later in journal and, as you can find that I always reflect what we have discussed in class to my own experience and to the situation in Taiwan . . . . Your feedback is always encouraging and inspiring. Your suggestion reminds me of things which I have not thought about and provides me another angle to look at a matter.

For me, this passage is a hopeful indication of the usefulness of the journal for a quiet learner like Qiu. It does indeed show her engagement in the class; and it also confirms her perception of the journal as involving "mutual communication." In terms of the latter, it seems clear that the journal involves both Qiu's expression of her own ideas and her encounters with ideas I bring up. It suggests that the journal is indeed perceived as dialogical in nature.

Kaoru too chose to write about her own experiences, both in Japan and as a tutor in the United States. She recounts personal stories, such as the time the student she was tutoring challenged her knowledge of English. These stories served as exemplars of issues she was struggling with—in this case, the "problem" of NNS teachers' intuitions (or lack thereof) of the target language. Kaoru seemed to regard her journal entries primarily as questions to me. In Entry 8, for example, she begins: "As usual, I would like to pose a question which I have had on reading for a long time," even though relatively few of the preceding entries contain actual questions. In the entry in which she was asked to reflect on journal keeping, she bemoaned her lack of teaching experience, and then had this to say:

> As a graduate student, I felt embarrassed to doubt or state my opinions on the theories I encountered in this course, without any solid rationale based on my teaching experience. (Nevertheless, I simply did not have any other choice in order to keep my journals.) Therefore, I truly appreciate that you have addressed to all of my questions and doubts in the course of this "interaction" and provided me with sources for more profound insights to the issues.

Like Qiu, Kaoru sees the journal as an interactive experience (incidentally, like Qiu, she also writes well in English). For her, though, the journal is seen primarily as a venue for her to obtain clarification on her "questions and doubts."

When the obligatory journal writing came to an end, I told the teacher learners that anyone who wished could continue to keep the journal with me until the end of the semester. Kaoru was one of only two learners who took me up on this. This fact, along with Kaoru's comments and the interactive nature of our exchanges, leads me to believe that for her, too, the journal provided a necessary alternative to more active participation in in-class discussions.

The use of process writing in this class, although not particularly innovative, was also intended to be dialogical in nature. The same procedure was followed for each of the two assignments, one due halfway through the semester and one at the end. I began by handing out initial instructions to help teacher learners select a topic and to inform them about the parameters of the assignment, including expectations in terms of length (about 10 pages for each assignment) and quality. I encouraged them to choose any topic in the field of language learning that interested them. I suggested general types of assignment, such as literature review, position paper, review of empirical research, comparative review of textbooks, syllabus design, or teaching materials. The two assignments had to be of different types.

In setting up the assignments in this way, I had several interrelated goals. First, I wanted to engage the teacher learners in the written discourse of the field, both as readers and as writers (also a form of dialogue, by the way). Second, I wanted to encourage awareness of the importance of careful, accurate writing in both substantive and formal senses. Third, in the spirit of individualizing the curriculum (see above), I wanted to give each of the teacher learners the opportunity to pursue their own interests in more detail than is possible in class alone. The latter goal certainly seemed to be realized: Teacher learners produced assignments in a variety of formats and on a wide range of topics, from the spread of English in Europe, to applications of whole language in Taiwan, to research on feedback in ESL writing.

For each of the two required papers, I asked teacher learners to let me know first what topic and type of assignment they intended to take on; in most cases, this

involved an office visit or two in which I made suggestions about readings, format and so on. Then they were asked to provide a one-page outline of their paper, which I commented on and returned. They then turned in a full draft of the paper, on which I also commented. Lastly, they gave me a final draft of the paper, which was graded.

Above all, two issues stand out for me regarding the dialogical aspects of the writing process. First, it is apparent to me that my comments in the margins of the outlines and first drafts are much more directive than those in the teacher learners' journals. I recommend cuts and additions, require changes, and ask for clarifications or revisions. This is inevitable, given that the assignment is to be graded, and that in presenting the assignment, I stressed the need for a focus on formal and substantive accuracy. However, there seems to be a discrepancy between the dialogue in other venues—journals and class discussions—and the dialogue of the writing process. This may be seen as a richness, in the sense of revealing the many possibilities of dialogue between teacher and teacher learner, in which roles and responsibilities may take on various forms. Yet there is also a nagging sense that this more top-down dialoguing partially negates the more supportive and accepting role I had played in the dialogue elsewhere. I return to this matter below in the conclusion.

The second issue, which is related, is that of evaluation. Noddings (1984) writes eloquently of the discord that ensues when a dialogical relation becomes one of passing judgment:

> In the relationship, the teacher has become a duality: she shares a view of the objects under study with the student. Then suddenly, grindingly, she must wrench herself from the relationship and make her student into an object of scrutiny . . . . At this point the relationship crumbles; it is altered. In many cases it is utterly destroyed. (p. 195)

It is clear to me that as I move toward grading, I simultaneously withdraw from at least certain aspects of dialogue. I am no longer accepting; I stand in judgment over the teacher learners' work. Whether this is inevitable or not is an open question; in either case, it seems to me true that dialogue and evaluation are, to say the least, uneasy bedfellows.

The Reach of Dialogue

As I explained above, my assumption at the outset was that dialogue would be most likely to be observed in arenas such as classroom discussion and interactive forms of writing, and it was in these arenas that I focused my data collection.

However, as I examined the journal I kept during the class, and also the data I had gathered, I began to realize that the dialogical relation I had attempted to foster in fact spread well beyond these places, reaching into many aspects of the class that I had not initially seen as being dialogical in nature. In this section, borrowing a phrase from Anderson, et al. (1994), I will look at the reach of dialogue in this class.

First, and perhaps most importantly, the dialogue with teacher learners was sustained in a thousand small ways in brief casual encounters before and after class, in the hallways, or in my office. In my own journal, I made a note of many of these meetings, and I began to understand that this, too, was an important arena for building relations, and in many cases, for transactions as well. Teacher learners who perhaps did not feel comfortable raising a question about course content or

assignments in class would approach me afterwards; yet what they had to say was often central to our purposes. One day, for instance, Ruth came up after class as we were walking back to the department and asked if we would be looking at classroom management. I realized that this was a major omission in the syllabus, and I made sure this subject was indeed addressed later in the course. There were countless other short exchanges of this kind both in person and over e-mail; their importance in the process of establishing and maintaining dialogical relations should not be underestimated.

The same is true of conferencing in my office. Though time for such conferences is always limited, they provide a crucial way for the one-on-one dialogue I mentioned in the context of journals to be deepened and extended. Along with the transactional business, for example of planning teacher learner writing, there is a relational dimension that is extremely valuable in building dialogue with the individual teacher learner. Though my data do not include recordings of conferences, I wish to stress their significance in the development of the dialogical relation between teacher and teacher learner.

A third point at which dialogue appeared was in the negotiation of course content and structure. Quite often, at the beginning or end of a class, I would devote some time to deciding exactly how to organize the next class or topic. Usually, I would bring in my own proposal but would offer it for discussion, for two main reasons: first, because it seemed right for the teacher learners to have a say; and second, because they often came up with good alternatives that I would not have thought of. In any case, reviewing the class transcripts, whereas I initially skipped over these passages as not being relevant, I came later to see them as also composing, in a more subtle way, one of the central dialogical elements in the class. Below, for example, is a passage from the beginning of a class in which I suggest how to organize feedback from small-group work in the previous lesson:

> BJ: All right, I'm not going to say how we're going to do it. What I'm going to say is my suggestion. My voice is one to ten. My suggestion is that we have a very quick presentation from each group without comments for the moment, and then I would like to comment on this stuff with a general discussion on integrated skills plus whole language for the rest of the class. Does that sound reasonable?
>
> [Much discussion and voting goes on, and, finally, the students agree to this proposal.]

A final dialogical feature I wish to bring up here is the teacher learners' evaluation of the course. Along with the institutional evaluations I was required to collect, I conducted my own informal evaluation. I asked four questions:

1. What was the best class of the semester? Why?
2. What was the worst class of the semester? Why?
3. If you could change one aspect of the course, what would it be? (Please do not say "the instructor.")
4. Did you ever feel silenced in this course? At what moments? Did this matter? What should be done about it?

The teacher learners' responses to this evaluation were most useful to me in my perceptions of the course. I have already mentioned some of the responses to the last question, which provided perhaps the most revealing feedback. I realized, though, that I really should have started to gather this kind of information earlier. This experience led me in later courses to incorporate a midsemester formative evaluation into my classes; in this way, I have been able to give teacher learner evaluations a much more central role in the dialogue.

PRACTICAL IDEAS

A relevant pair of questions to raise at this point is: How have the insights described above had a practical impact on my own further practice since this project; and how might other teacher educators find them practically useful? In this section I will attempt to conflate these two questions, or rather subsume the second into the first, in identifying the practical consequences of my project, some of which I have already mentioned above.

At a general level, attitudes to the kinds of dialogical practices I was enacting were very favorable. Teacher learner evaluations were overwhelmingly positive. For me, possibly the most memorable comment made (on the institutional evaluation) was by a teacher learner who said: "it was the first time in graduate school I've been treated as an adult." Overall, I was encouraged in my quest for a dialogic pedagogy; I have continued to refine the various dialogical elements I have outlined here.

Extend Dialogue

One of the most vital messages to emerge from this project is the critical importance of extending possibilities of dialogue to quiet teacher learners, NNSs, and others who find it difficult to speak up in real-time classroom discussions. I believe it is crucial to provide alternative fora for these teacher learners, from small groups where their voice can be heard, to alternative forms of interaction such as dialogue journals.

Respond to Dialogue

One of the assumptions that I came to challenge as I pursued my reflection on dialogue was that *dialogue* meant simply "each person having their say." The project revealed that response to what teacher learners say or write is also crucial. Voice alone is not enough; for dialogue to take place, each participant's voice must be heard and be simultaneously acknowledged and challenged by encounters with the voices of others.

Remember That Dialogue Takes Multiple Forms

I believe that it is important to remember that dialogue is a protean concept and that it takes place in a wide range of modalities. Dialogue with and between teacher learners extends well beyond the time and place limits of class meetings. Every e-mail, phone call, or casual hallway conversation with a teacher learner has significance; I believe that for teachers and teacher educators, it is crucial to be alert to the importance of such encounters.

Sustain Dialogue

Finally, dialogue is not a yes-no or on-off matter. Rather, it is a continually evolving, emergent phenomenon that is shaped by all participants; as Burbules (1993) argues, it must be sustained to have any real meaning. It can only prove fruitful if we engage in it continually over time.

CONCLUSION

I return to where I began: with my own professional development. This project has allowed me to understand the contradictions I described at the beginning of the chapter and to reconceptualize my own role in the teacher education process. I now understand better the concern expressed by previous teacher learners that I was "not lecturing enough," or that they wished to benefit more from my "expertise." These concerns can be seen in terms of the dialogical relation: I was withholding my side of the dialogue and failing to engage with the teacher learners in ways that our relation required, given my position as instructor. My response has been, not, of course, to switch to lecture format, but certainly to be freer with my own contributions to the dialogue when this seemed appropriate. The dialogical approach does not provide an automatic solution to such a problem—indeed, it demands constant minute-to-minute attention to the particular teacher learners one is working with—but it provides a powerful way of framing the issue and also of identifying the direction in which answers may be sought.

The project also led me to reflect at some length on the role of self-study in the professional growth of teacher educators. Two points here seem particularly relevant. First, as I pointed out above, we are constantly and inevitably "on display" in our teaching. For this reason if for no other, the (visible) practice of self-study would seem to be both a moral and a practical imperative. Second, as teacher educators we are both practitioners and theorists, and our practice and theory interact in complex ways. It is only in the context of our practice that theory has meaning; yet, at the same time, we must constantly examine the theories that underlie our practice (Richards & Russell, 1997; Ross, Cornett, & McCutcheon, 1992). By the same token, the status of knowledge from self-study is somewhat different. Rather than there being a problem with the status of local knowledge (Lytle & Cochran-Smith, 1992), this may be one of the major knowledge sources available to us concerning language teacher education practices (McNiff, 1993; Whitehead, 1993).

As I stated at the beginning of this chapter, the project described here constituted a milestone in my own professional development. Reconceptualizing the development of my teaching in terms of dialogue allowed me to move forward as a teacher and as a teacher educator. This development took the form, not of resolving my problems, but of helping me to redefine them and move on to new issues. As I conclude my reflections on dialogue, then, it seems appropriate to end not with solutions, but with tensions newly revealed by my project. These tensions have come to underlie my present thinking on teacher education processes. The three central tensions that I see follow (Johnston, 1998).

Evaluation

I mentioned above that the teacher's summative evaluation of the teacher learner (or, less harshly, of the teacher learner's performance) intrudes upon the dialogical relation. It seems to me that alternative forms of assessment such as those that I employ do little ultimately to mitigate this intrusion. The project leaves me wondering whether it is indeed inevitable that at some point teachers must step out of the dialogical relation and pass final judgment on the teacher learner, or whether other realistic options exist.

Voice Versus Silence

Another ongoing tension for me lies in the silence of certain teacher learners. My intuition is that this is not a desirable feature in the long term—in other words, that it lies in the teacher learner's own best interests to speak up with some frequency. The Japanese teacher learner responding to the evaluation, a bright teacher learner with a great deal of experience and insight to contribute, writes of "feeling dumb and unproductive." Yet it also seems wrong to force teacher learners to speak. Once again, although such measures as written dialogues and small-group discussions go some way to providing an alternative, they do not address the central issue. I find myself at present searching for other ways to structure contributions from all learners into the class.

Voice Versus Vision

A final abiding tension arises in the domain of the mastery of professional discourse by new teachers. Freeman (1993) and others have written about the importance of teachers becoming socialized into the way things are talked about in the field. I believe firmly this process is facilitated by a dialogical approach. However, there is a certain tension between the discourse that is "out there" and the individual voices of the teachers: between what Hargreaves and Fullan (1992) call *vision* and *voice*. In the process of assimilating the vision, that is, the language of others (Bakhtin, 1981) of which the professional discourse is composed, the teacher learners' own voices, including their insights and "untrained" responses, are sometimes undervalued or ignored. In a memorable discussion at a recent TESOL convention, after a talk I had given using these terms (Johnston, 1998), participants spoke of a "loss of innocence" that accompanied their mastery of the professional discourse, and a sense that, while they had gained a lot, they had also lost irrevocably a simple yet valid way of seeing this discourse and the issues it encodes "from the outside." The tension between voice and vision continues to occupy my thinking at present, and seems to present a fundamental moral dilemma in teacher education.

My project, then, has not "solved my problems"; it has, however, helped me to see the situation in a radically new light, and to move toward new understandings of my work. This alone has made the process worthwhile.

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CONTRIBUTOR

Bill Johnston is assistant professor of TESOL and applied linguistics at Indiana University, in the United States. His research interests include language teacher education and teacher development, classroom research, and the moral dimension of language teaching.

CHAPTER 11

Lessons From a Jet-In-Jet-Out Expert: Cooperation, Adaptability, and Relevance in Vietnam

Marilyn Lewis

INTRODUCTION

The relationship between what are sometimes referred to as *jet-in-jet-out experts* and local educators is an important point of discussion in the TESOL profession, particularly in relation to program evaluation (Alderson & Scott, 1992). Questions are asked about the value of short visits from teacher educators in different parts of the world. Nevertheless, under various auspices such as aid programs and university research funding, "experts" continue to be invited to visit other countries for what is, at best, the exchange of experiences and knowledge, or at worst, a one-way flow of information that remains unconnected to the instructional context where it is given.

This case considers issues of cooperation, adaptability, and relevance in the context of professional development workshops taught by teacher educators who are native speakers (NSs) of English but who are teaching in other parts of the world. In particular, it describes the organizational, educational, and philosophical considerations that underpinned a teacher educator's consecutive visits from New Zealand to Vietnam and suggests that with a combination of preparation, cooperation, adaptability, and humility, the jet-in-jet-out-expert experience can work well for all parties.

CONTEXT

Three workshops, held between 1993 and 1995, at Qui Nhon Teachers' College, were part of an ongoing collaboration in language teacher education between New Zealanders and their Vietnamese counterparts. The program was sponsored by Volunteer Service Abroad (VSA) in Wellington and organized locally by VSA representatives. The visits were initiated in Vietnam via New Zealanders and their Vietnamese colleagues and forwarded to me by the director of VSA in Wellington. Aspects of the three workshops will be combined for the purposes of this case, but the general pattern was that on each occasion, there was great freedom to modify the course content and processes and a great willingness on the part of course participants to take part in discussions and other activities.

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Course Participants

The courses were attended by secondary school teachers from all over the province and by the foreign language department staff of Teachers' College. A summary of students taught by the college staff (see Figure 1) demonstrates the range of their learners.

English Language Teaching in Local Schools

Between 40 and 50 students sit on fixed benches packed closely together, with the blackboard as the sole teaching aid and the teacher at the front, sometimes on a dais. Light, ventilation, and of course, noise enter via wide, shuttered windows. Students in adjoining classes can be heard chanting their lessons, especially when walls do not reach the ceiling. Music from the street is another distraction.

The lessons emphasize the separation of the skills: the reading lesson, the speaking lesson, and so on. There is one state-produced textbook for each year. The impact of the required textbook is evident far beyond the classroom because one can easily recognize which year of English language instruction children in the street are in based on the memorized phrases they use to communicate in English. The textbook is the curriculum, and teachers know that the state examinations will be derived from it. Teachers continually struggle with matching the content of the textbook with the range of students' proficiency levels as well as the limited time available for direct instruction. They complain, "With my class, reading just seems a struggle to get at meaning. What can I do to make them enjoy the reading lesson?" (Lewis, 1996, p. 55).

In addition to their school lessons, many high school students attend English evening classes taught privately and using international textbooks. Many of the high school teachers actually teach in these evening classes as well. Moreover, teachers expressed concerns over their own sense of inadequacy in English, particularly those who were originally trained as teachers of Russian and were being reeducated. All these factors, summarized in Figure 2, seemed to some teachers to present insuperable barriers to implementing any sort of change in their own teaching.

Purpose of the Workshops

No specific goals were set for the workshops, and at the time of the first visit, there was no formal policy for the ongoing professional development of teachers of English. However, the workshops were part of a long-term collaborative project

Language Learners	*Situation*
High school graduates	had or had not learned English before but were planning to be teachers of English
High school graduates	training to be teachers of physics and other subjects and needing English to read material in their subjects
Former teachers of Russian (mature teachers)	being retrained as teachers of English

FIGURE 1. College English Language Learners in 1993

The Textbook	*The Students*
Difficult	Unmotivated, inattentive,
Content too unfamiliar	Sleepy, forgetful, bored
Too long	Too many of them
Boring	Ask difficult questions
	Don't do homework
The "System"	*The Teachers*
Exams measure reading and writing	Can't answer language questions
Expectations of supervisors	Busy earning money after hours
Shortage of resources	No chance to use English
Pressure to raise exam marks	

FIGURE 2. Barriers Reported By Teachers

aimed at raising the level of English competence in the province in line with a push for English competency throughout the country. Following the course, some teachers returned to teach in provincial schools, some recent college graduates were kept on to teach at the college on the basis of their English, and others went to different universities for further study.

DESCRIPTION

Descriptions of the experiences provided during the workshops illustrate how the local context and the teachers' experiences became the basis for designing and implementing these workshops. The actual content of the workshops was expressed in terms of the types of lessons teachers had to plan (e.g., teaching reading, teaching listening); however, the workshops also dealt with the topics through specific emphases such as

- improving students' independent learning of new words
- using role-play in large classes
- presenting lesson content without simply reading the textbook aloud
- making the most of the text book
- motivating students through variety in lesson planning

The workshops were a combination of lecture input, demonstrations, discussions, and a variety of application tasks. This format was determined partly by participants' preferences (e.g., some said at first that they would be pleased to listen to lectures the whole day) and partly by my own understanding of teacher learning and my own experiences as a teacher educator in other parts of the world. However, suggestions from participants were included as they came in. For example, someone suggested grouping participants according to their districts for the discussion and application sessions so that they could continue to be in touch with one another later.

Each day's program started with some input in the form of a lecture, an article to

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read and report on, a question and answer session, or a demonstration lesson. The lectures illustrated principles of language teaching, either literally (with examples of programs in various parts of the world) or figuratively. For example, in a general session on the role of the teacher in relation to students and the textbook, teachers were shown four graphics representing teaching styles: the potter, the mountain guide, the gardener, the empty vessel filler. These pictures stimulated considerable discussion for and against each image with comments such as the following:

> The potter has one shape in mind.
>
> That suits the idea of everyone sitting for the same exam.
>
> The vase is too helpless.
>
> I don't want to be the main shaper of my students.
>
> The mountain guide picture makes language learning seem very difficult.
>
> The gardening image is good because it reminds us that all the students are different even if they have the same lessons.
>
> Students want us to be fillers of empty vessels but we try to make them think.

Another source of input was articles from the *English Teaching Forum*. Because these articles are written by teachers from all over the world, they tend to illustrate ways of applying theory to situations similar to their own. For example, in the July 1994 volume, a teacher from China wrote about vocabulary development, and a teacher from Burma wrote about teaching English to young learners. Question and answer sessions were based on teachers' questions, which were submitted on slips of paper. Input was also provided inductively through presenting a demonstration lesson followed by a series of questions to elicit some theory. Details of demonstration lessons follow in the Practical Ideas section of this chapter.

These activities were followed by application tasks that offered a range of opportunities for teachers to reflect on their own teaching, provide feedback on student work, and analyze sample lesson plans. Three examples follow:

1. Reflecting on their own teaching, with tasks such as these:
   - Agree or disagree with statements about English language teaching in Vietnam.
   - Check which factors influence your teaching most.
   - Finish this sentence: "One idea I want to try with my class is . . . . "
2. Giving feedback on actual samples of students' written work

   Local teachers were asked to bring samples of student work along as a basis for discussing different instructional options and for practicing writing individual feedback.
3. Analyzing sample lesson plans

   Sample lesson plans, which I created between sessions, showed how the workshop ideas came together with the textbook. For example:

   Basis: Use textbook chapter "Greeting and Responding"

Objectives: Plan topics for short informal conversations; keep a conversation going

Language Input: Role play between one student and the teacher

- Student greets and makes a short comment about one topic listed on the board (personal study, the weather, sport, TV news, something in town).
- Teacher answers in some way.
- The conversation keeps going for a minute.
- The conversation is repeated with a different student.

Direct Teaching: Elicit from students and summarize the various ways of keeping a conversation going (e.g., ask a question, give an opinion, agree or disagree, make an offer, say how you feel)

Student Practice: Ask all the students to try a similar, short conversation in pairs; move around the room encouraging talk.

Review Learning: Read the textbook dialogue. Ask students to identify the ways the conversation has continued. Each student writes down one short dialogue. Students read one another's and comment on them.

The following questions guided teachers in their analysis of the lesson.

- Which parts of the lesson reviewed and practiced familiar language, and which parts introduced new ideas?
- How would you select students for role plays in front of the class?
- How might the teacher encourage talk if the students are hesitant?
- Why leave looking at the text book until fairly late in the lesson?
- How many opportunities did each student have to speak and to listen?
- What other ways of keeping a conversation going would you add to your class?

Finally, I collected the tasks designed before and during the workshops in a handbook compiled after the course (Lewis, 1996). The handbook was arranged in two parts: general approaches and particular aspects of teaching English. Part 1 had four chapters: "Communicative Language Teaching," "Teaching English Through Content," "Learning to Learn," and "Assessing Language Use." Part 2 worked through the traditional course divisions the teachers were using (teaching grammar, writing, and so on), concluding with a chapter on lesson planning.

Each chapter followed the same format. First there was a definition or summary of the topic, based on the current literature. Then teachers' questions were listed, followed by an outline of the topics covered. The rest of the chapter had four parts. The first section, "What do the Experts Say?", was a state-of the-art summary in about six pages, illustrated in some cases with examples from the local textbooks. In some chapters, there were sample tasks for language learners, and, again, the state textbook for teaching English in Vietnam was used to show how the ideas tried out in the workshop could be applied to the materials they were using. In the section "Tasks for Trainee Teachers," there was a range of activities suitable for teacher

development at the college level. They included, among others, case studies, language analysis, review exercises, group decision tasks, lesson planning, and lists (e.g., one textbook lesson lists new words you would teach in each of these ways: show an object; draw a picture; ask students to guess from the context; ask students to recall related words).

DISTINGUISHING FEATURES

A number of features of this program can inform the international discussion of language teacher educators' experiences in other countries. These features will be discussed in light of the project's broad goals, possible areas of difficulty, and points made in the literature.

The Political Climate

One of the influences on any program, whether a language or a teacher education program, is the wider social and political context. My first visit to Vietnam came at a time after the Soviets had left and before the U.S. embargo had been lifted, when the presence of English-speaking foreigners was a novelty, and all programs needed to be approved by the authorities beforehand. This meant having to follow exactly the topics that were translated for local officials to approve and distributed to schools before my arrival.

Communication Between the Teacher Educator and Course Participants

There were two factors in the communication between the teacher learners and myself: their English and my lack of Vietnamese. Although teacher learners had been selected for the workshop on the basis of their ability to understand spoken English, it was not clear at the start how easily they would be able to follow what I said. In fact, their supervisors expressed concern about this before the course started. I monitored their understanding in various ways, such as asking for informal feedback from the leaders and joining small-group discussions and speaking with individuals during the breaks. As it turned out, although the workshop created opportunities for participants to develop their English language skills, they had a high level of aural comprehension from the start.

An inability to speak the local language is probably quite common among teacher educators from other countries. In my case, difficulty in remembering the tones of their names meant that I was not able to call on participants by name as I would have liked to. Minor mispronunciations would probably be overlooked, but in tonal languages where the change of tone equals a change of meaning, it is more serious. Despite some attempts, my command of the language was far from adequate.

Different Expectations of Teaching-Learning Styles

The reactions to more interactive methodologies of Vietnamese teachers enrolled in a TESOL course in Australia have been reported by Nixon (1996). Group discussions were necessary but feared, listening was difficult, and the participatory nature of the teaching-learning process was unfamiliar. Many of the teacher learners in my

workshops echoed these concerns, so it was essential to balance more interactive activities with the familiar lecture format.

Outcomes for the Teachers

The workshop outcomes need to be seen in the long-term context of improving the learning and teaching of English in the province. Some of the tangible individual outcomes included

- a participant's article published in a teacher's journal in another country
- another participant's contribution to an international book
- other teachers sent north for further university study

Moreover, because the workshop was part of an ongoing program, there needed to be a record of its contents for local teacher educators and other visiting lecturers. Before the final of the three visits, I offered to prepare a methodology book summarizing all the teachers' questions and providing responses to them. I took a draft version of this book on the third visit so that I could discuss details with my counterparts. The final version (Lewis, 1996) was posted back within 3 months of my return. Since then it has been used locally by one of the VSA staff involved in ongoing teacher education, and in 1998, a visitor from a different New Zealand institution used it as part of a week-long workshop with a different group of high school teachers.

PRACTICAL IDEAS

Arising from my experience, a number of practical suggestions may be useful for teacher educators who find themselves in similar situations. These are grouped chronologically: before you go, on arrival, during the course, and after you return home.

Before You Go

The planning stage for a workshop in another country includes finding out what you need to know and what you need to pack.

Read Published Research

Many publications based on others' experiences are available to save the jet-in-jet-out expert from rediscovering information by trial and error. Two frequent threads running through the literature are the general appropriateness (or nonappropriateness) of transferring methodology from one context to another and the constraints of particular classroom conditions. Holliday (1994) describes the macro aspects of the social context that affect teaching practice in any country. His examples of the influences of the wider society and of the teaching institution are taken from many parts of the world and make useful background reading. One very specific article from an Australian teacher (Howe, 1993) who had taught at a teachers' training college in Vietnam and visited schools there, provides information about a number of factors, including the long tradition of foreign language learning and current constraints such as large classes, poor acoustics, and lack of equipment to do more than speak and write on the board.

Reflect on Principles of Teacher Learning

Running a workshop in another country is an opportunity to update oneself on general principles of learning, particularly teachers' learning. Wallace's (1991) summary of three models of teacher learning was a useful starting point for my reflection on what was and was not possible in the Vietnamese context. At first glance, the closest to what the college and teachers wanted seemed to be the applied science model. Here, the results of applying an international body of knowledge (language teaching theory) to various types of classroom is conveyed to participants through periodic in-service courses. However, on looking closely at the other two models, elements of both were also possible. In the craft model, for example, teachers study with a master teacher. The lesson demonstrations during the workshop were a small reflection of this. In the reflective model, teachers' previous experiences are combined with new input, followed by a cycle of practice and reflection. Obviously this cycle would have to be condensed and modified; however, the practice available during the workshop would, at best, be minipractice with peers, not with actual classes, and the reflection that started in the workshop would have to continue later.

Prepare Handouts That Will Last

Building on the idea of reflection that could continue after teacher learners had returned to their schools, I prepared single sheet class handouts for each session. Some of the tasks were designed to be useful later as references. For example, some included photocopied extracts from the required textbooks with added prompts inviting teachers to brainstorm current events and local features that could supplement a particular topic. In one handout, there were samples of comments to write at the end of students' work. Moreover, while we discussed the purpose and possible effect of each comment, teacher learners took notes.

Take Plenty of Raw Materials

Once you arrive in the country, your energy will go into responding to the situation as it develops, and any resources you can take with you will save time. My resources included

- one or two key reference books on learning and teaching particular aspects of language. These served the double purpose of giving me quick access to unprepared topics and as gifts to leave behind at the end for teachers with limited access to reference books.
- copies of recent lecture notes. Like the reference books, these provided material for answering teachers' questions, by reminding me of topics I had read and thought about during the previous year while giving lectures to a combination of second and foreign language teachers.
- overhead transparencies. It was often easier to prepare a quick demonstration using an overhead rather than to take time to write material on the board. I made the point that I knew that very few of them had access to projectors, so this was not a language teaching technique but a way of building new content into the workshop.
- other raw materials. Materials such as colored paper, thin cards, and a set of felt-tip pens can be turned into an activity for the teachers rather than

a topic to be delivered receptively. Between sessions I would use these resources to turn questions into case studies and examples into discussion starters. For example, one teacher explained how he managed the problem of large classes; "I try to have questions that are interesting and have real meaning." This example became a discussion starter in which teachers looked at a particular textbook lesson and brainstormed all the possibilities for real-life questions on that topic.

On Arrival

Acknowledge Your Limitations

Part of cooperation is to acknowledge what you are not able to do. In my case, shortly after I arrived, I was informed that in addition to the planned program, the teachers wanted lectures on literature and linguistics. I had to explain that this would be beyond my expertise but that I would see what resources I could send them on my return. In one case, an author was willing to donate some books, and in addition I was able to send some autographed books by New Zealand authors.

Enlist Local Helpers

A 1- or 2-week workshop is too long for people to listen to just one person. Call on any willing NSs of English, even nonteachers, for various roles in the workshop. In my case, a medical engineer helped by taking part in role plays and joining in group discussions. Teacher learners asked him questions about pronunciation and were taken aback to find that he could not answer their grammar questions. The fact that a NS did not know the terms simple past and present perfect, let alone know how to describe the difference, seemed to break the ice. Finding they could describe grammar in technical terms better than a NS of English was a morale booster and allowed us to discuss the difference between language knowledge and language use.

College staff were also able to work with course participants in small-group work. This arrangement served the double purpose of allowing the trainers insights into current teaching conditions and pointing the course participants to a local source of ongoing support.

During the Course

Jettison Ideas That Fail

It may be disappointing to have carried materials halfway round the world only to find they are useless; however, good materials are essential if the workshop is to be relevant to course participants. Video clips of classroom teaching were the least successful resources I took for the workshop, being totally alien from the reality of these teachers' world. As they pointed out, for example, what respect would Vietnamese students have for teachers who sit on the floor with students, as one Australian teacher did on our video.

Acknowledge Teachers' Concerns

It is important to acknowledge the negative effect that classrooms and external circumstances can have on what and how teachers are able to teach. Howe (1993), for example, mentions textbooks as one barrier to change, while Le and McCausland (1991) report from China that students' academic success and teachers' reputations

may be at stake if there is too much innovation. The teachers quoted by Le and McCausland cited large classes, a potential lack of teacher control, the requirements of an existing syllabus and course materials, and the apparently trivial nature of some communicative activities as reasons for resisting change. Therefore, in this context, the teacher educators introduced "some simple new skills which [teachers] could assimilate into their existing repertoire of activities without too much difficulty" (p. 371). My broad approach was to acknowledge their concerns while pointing out that teachers all over the world have circumstances they can describe negatively (barriers, hurdles, obstacles), neutrally (influences, conditions), or even positively (opportunities).

Plan Lessons Cooperatively

Keeping in mind the long-term goal of leaving teacher learners with strategies they can implement and reflect on, it is important to show how lessons can be planned to take local circumstances into account. Because teachers in all schools use the same textbook, the idea of joint lesson planning sessions is one that could continue later. Cooperative lesson planning during the workshop gave teacher learners the idea of doing the same thing later so as to have more innovative lessons.

Draw Principles out of Practice

The results of one joint lesson-planning session illustrate the point about building on the required textbook. It shows how the discussion following the session can lead to reflection on the exercise. The topic of one lesson was conservation, which lent itself to drawing on students' local knowledge and overcoming some of the concerns about the inflexible nature of the textbook content. Following the planning exercise, the teacher learners were able to report a number of principles for lesson planning.

Prepare Case Studies From Course Participants' Feedback

Case studies are another way of encouraging reflection and making connections with actual teaching situations. Williams and Burden (1997) point out that while "no two teachers and no two teaching situations are ever the same" (p. 53), "presenting learners with problem-solving activities" (p. 51) is part of helping them to find their own meanings by combining theory with the local scene. For example, the following situation reported by one of the course members became a case study:

> A teacher is concerned about answering students' questions. The teacher reports, "In my advanced class the students keep asking questions I can't answer like, "Can we say this?", or "What's the rule for this sentence?" or "When I can't answer they seem to doubt my qualifications.
>
> 1. How many problems can you find here?
> 2. How many choices does the teacher have?
> 3. Which option would you take? Why?

Mention Your Own Teaching Experiences

Examples from your own teaching experience in similar circumstances can be an important link between theory and practice. My own time teaching in Cambodia under war conditions allowed me to draw on firsthand examples of difficult

1. Link textbook topics to local events.
2. Use quick blackboard sketches to give an overview of the key ideas in the lesson. For example, for pollution, the key idea was of a partly cyclical, partly interwoven process with connections such as these: people throw rubbish into the sea; the sea becomes polluted; people become ill.
3. Introduce new vocabulary by building on students' answers. For example,

   T: What is on the trucks we hear every night? (pointing to sketch)

   S: Trees.

   T: Yes, they were trees and now they are logs.
4. Have a content and a language focus for the lesson.
5. Let students know the intended lesson outcomes. For beginners, this can be done in the Vietnamese language.
6. Create opportunities for students to use new vocabulary in a range of ways, oral and written, creatively and repetitively.
7. In your planning, leave room for some spontaneity.
8. For follow-up lessons, use some of today's new language in a different way (e.g., a short listening passage or questions on the board for students to ask one another as they arrive).
9. Emphasize the learning strategies as well as the actual language points.

FIGURE 3. Principles of Lesson Planning

circumstances. Examples from your own teaching in similar circumstances remind teachers that what you are suggesting for their classes is not just theoretical.

Model Tasks That Are Suitable for Language Classes

Tasks designed for teachers at a workshop should be easily transferable into the participant's own language classes. These work best when the content is pitched at a level that challenges course participants in the same way as it is intended to challenge students, rather than asking them to pretend to do something too simple. One example was a group-and-label activity for revising vocabulary. Participants were given envelopes full of words used during the teacher education workshop and asked to categorize them in various ways. The labels for each category, supplied either by one person in the group, or by me in response to their paraphrases, became a source of new vocabulary. For example,

Directions: Put these words into groups. Then label the groups.

accuracy	authenticity	communication strategies	communicative competence
context	discourse	language function	experiential learning
fluency	interactive listening	motivation	modeling
word maps	learning strategies	language form	EAP

Jigsaw tasks using articles from teachers' journals also served a double purpose: content and language. The *ELT Forum* was particularly popular, being written at a suitable language level. I pointed out that these would be obtainable from the cultural attaché at the U.S. embassy once the embargo was lifted.

Give Demonstration Lessons With Real Classes

Understandably, the workshop participants were anxious to see me put some of my suggestions into practice with actual classes. On the first two visits I had actually taught one or two classes by invitation, but without an audience. I had also used the fishbowl technique, in which three or four teachers sit at the front taking the role of students, while the others observe, following guidelines suggested to them. This led to small-group practice by the teachers. However, there is a gap between simulated lessons with three adult students and the reality of up to 30 or 40 students in each class at the college, sitting in rows at desks that are fixed to the floor. I therefore offered to give one lesson to classes of students as part of their regular course.

The focus suggested by the regular class teacher was listening, and I planned a more particular emphasis, which was to listen and build on a conversation, or in other words, to keep a conversation going. This was a familiar situation to local students who often struck up dialogues with people coming out of the tourist hotels. I took the example of a Vietnamese student, keen to practice English with foreign visitors, who cycles alongside a tourist and starts a conversation. The purposes, as explained to the teachers, were to

- exchange information about jobs and study
- ask questions when you do not understand
- keep the conversation going

I explained the lesson purpose as "You often meet foreigners near this College. What do you talk about with these foreigners? What questions do they ask you? Today we'll practice listening and answering questions from foreigners in the street."

I pointed out to the teacher learners that this explanation could be given in Vietnamese to beginning-level classes, so they were quite clear about the purpose of the lesson. During the lesson, teacher learners sat at the back observing and taking notes as the basis for later discussion. The stages of the lesson follow.

1. Model dialogue between one student (with a written version) playing the part of a student and me, playing the part of a visitor to the town. It was a brief encounter in which the student asked about the visitor's job.
2. Check understanding by asking the class to chorus *either/or* answers to my questions about the dialogue.
3. Explain new vocabulary for people's jobs.
4. Ask a different student volunteer to come forward for a second, slightly improvised dialogue.
5. Have students role-play in pairs at their desks.
6. Engage in vocabulary revision through a "Who am I?" game with the new words still on the board. (Again, they chorus the answer as soon as they guess it.)

Let the Teachers Make Their Own Sense of Teaching Demonstrations

These lessons were the nearest we came to the craft model of learning (Wallace, 1991) for these participants. Following the lecture came the reflection in which teacher learners were encouraged to comment on aspects of the lesson they wanted to imitate or question. Here, paraphrased, are just three of the points they made.

1. It is possible to use textbook language as the basis for ordinary, realistic dialogues.
2. Asking for clarification (*Sorry, what does that mean?*) is a perfectly valid part of conversation. Teachers pointed out that some of the foreigners might be asking for clarification themselves, as many were from Korea, Laos, or Taiwan.
3. The idea of chorusing, which has gone out of fashion over the years in Western classrooms, can work well when you want to assess the understanding of a large class. Also, it gives students the confidence to speak loudly and clearly.

After You Return Home

Keep in Touch With Some Course Participants

One of the rewards of international exchanges is the ongoing contacts with colleagues in different parts of the world. These contacts minimize the jet-in-jet-out effect already mentioned (Alderson & Scott, 1992). Be aware of difficulties in communication, although as e-mail becomes more common this opens up further possibilities for cooperating on projects. Currently, for instance, I am working via e-mail on projects with colleagues in two neighboring countries.

CONCLUSION

There are personal and professional rewards for the teacher educator who visits another country to run a workshop for teachers. The experience of being different is a good reminder of how it feels to be an international student at a Western university. While adults in the street look and quickly turn politely away, children stare, point, and laugh. The first Vietnamese word I picked up as the children pointed at me was their word for *Russian*, the last group of international people to have been there.

There are also professional rewards. One is better prepared to work at one's home university with international students, including teachers. Lectures on course design and lesson planning come alive, as do all the articles and books on the topic of language teaching in social contexts. However, none of these rewards would be valid if a number of concerns expressed in the literature were not attended to. In describing a series of visits by one person to one place, I have tried to address some of these concerns.

In summary, experience suggests the following guidelines, which could be generalizable to wider contexts:

- Having the same person involved in a second and third visit builds up experience and rapport that is not possible otherwise.

- The teacher learners' own experiences must become an integral part of the program, even when a detailed program needs to be prepared beforehand.
- Visiting teacher educators need to demonstrate their ability to demonstrate the interconnectedness of theory and practice. Demonstration lessons and firsthand experiences of teaching in similar places are two ways of doing this.
- The affective aspect of teaching has to be attended to. This can happen by creating an atmosphere in which teachers' concerns are addressed rather than minimized. It can also happen by organizing a variety of activities that teachers enjoy and learn from.
- Leaving some tangible summary of the workshop content in the form of handouts the teacher learners have contributed to during the course maximizes the impact of the workshops over time.

Finally, I would encourage others who have the opportunity to run similar workshops, whether as part of an existing program or even as one-off occasions, to set out with a combination of preparation and flexibility.

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CONTRIBUTOR

Marilyn Lewis is senior lecturer at the Institute of Language Teaching and Learning, University of Auckland, in New Zealand. Through her career of studying, teaching languages and being involved in teacher development, she has lived in New Zealand, France, Great Britain, India, and Cambodia. She has visited Vietnam three times in recent years to conduct workshops for teachers of English.

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CHAPTER 12

Enhancing English Language Teaching in the United Arab Emirates

Hedi Guefrachi and Salah Troudi

There is an increasing awareness in the United Arab Emirates (UAE) of the important role of English in the educational as well as economic sectors. This awareness has led to several attempts to look critically at English instruction at the elementary, secondary, and tertiary levels in order to improve the overall proficiency level of all English learners in the country. In this case, we describe a teacher education course that a group of university faculty and teacher educators developed to try to address two major issues facing English language teaching in the UAE: (a) the quality of teacher education in the country and (b) the low proficiency level of the majority of elementary and secondary students. We hope that by working with school supervisors, we can build a bridge together to reach all of the English teachers in the country.

One of the major problems with the current approach to English language teacher education in the UAE is that it relies heavily on the lecturing approach. A second problem is the lack of contact between the university faculty and teachers in the schools. In fact, university lecturers have very little, if any, contact with what is happening in secondary and elementary schools, and, for their part, secondary and elementary English language teachers do not have a precise idea of the requirements at the university and are not adequately prepared themselves to equip their students for what awaits them after secondary school.

Therefore, the goals of the Supervisors' Course, as it was officially called by the UAE Ministry of Education and Youth (MOEY), were to

1. strengthen cooperation between TEFL professionals in the MOEY and the Ministry of Higher Education, namely the UAE University (the first and largest higher education institution in the UAE);
2. share current approaches in teacher education with supervisors of English language teachers; and
3. help English teachers adopt ways to improve their students' proficiency in English through participatory professional development experiences.

During the course, the supervisors had firsthand experiences with a participatory approach to teacher education. In fact, the whole course represented an example of how to run several interactive and participatory workshops, thus providing supervisors with an alternative approach to teacher education for their own pre- and

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in-service teacher professional development courses. We also hoped that the course would accomplish two objectives:

1. help supervisors and teachers reflect on their teaching methods respectively
2. help bridge the gap between the university teacher trainers and the MOEY teachers

CONTEXT

English is taught as a foreign language in UAE state schools, so it is taught and perceived as just one subject among many. Arabic is the native language and language of instruction in the schools and for many subjects at the university. The textbooks and materials used to teach English have been developed locally, primarily for cultural reasons, by the curriculum department at the MOEY. In the past, students were introduced to English language study at Grade 4 (approximately age 9). However, in 1992, English was introduced into the curriculum at Grade 1, so these students would enter the university in 7 years. The lower primary students (Grades 1–3) take an average of 70 hours of English during one academic year; the upper primary and the preparatory take an average of 100 hours. At the secondary level, the arts students have an average of 120 contact hours per year, whereas the science students complete an average of 110.

Freshmen who join the university, the majority of whom come from the MOEY schools, are automatically registered in a basic education program where they study Arabic, English, mathematics, and computer skills. In the English language program, students are placed in three proficiency levels for a one-semester course at each level: false beginner, low intermediate, and intermediate. The courses prepare students in the four language skills, with an emphasis on reading and writing. When they have successfully completed the program, students take an English for specific purposes (ESP) course, according to their academic majors. Advanced-level ESP courses have become necessary because university faculty in medicine, engineering, science, and agriculture have begun to use English as the medium of instruction.

The UAE state schools employ more than 3,000 English teachers and 55 supervisors, most from various Arab countries. The teachers are either BA holders or have completed a 2-year diploma in education, whereas the supervisors tend to be BA or MA holders, with many years of teaching experience. Some supervisors are hired without any teaching experience in the UAE, whereas others, after many years of teaching experience in the UAE, are promoted to supervisors after passing a written and oral exam conducted at a national level for lead teachers in state schools. Each supervisor is in charge of 50–60 teachers. The role of the supervisor is to observe the teachers at least twice a year for professional development and rehiring purposes. Supervisors are also responsible for offering and organizing in-service workshops for the group of teachers they supervise. The 55 supervisors report to the chief supervisor, who acts as a coordinator and has an office in the ministry. The MOEY has nine educational districts in the country.

Developing a Course for Supervisors

The supervisors' course was initiated following the success of a series of in-service workshops offered to teachers in the Al Ain Educational District. The ministry initially considered a similar course for teachers all over the country, but for financial and logistical reasons, it was considered more practical to group the supervisors and expose them to a teacher education course, after which they would, in turn, use the course to prepare the teachers in their respective educational districts.

The hands-on, in-service workshops offered to the Al Ain teachers were given more than once by university faculty over a period of 3 years. The topics of the workshops were suggested by actual supervisors, based on classroom observations and an understanding of their teachers' needs. Feedback collected after each workshop served as a data bank to select topics for the supervisors' course. In addition, extensive classroom visits during which students, rather than teachers, were the target of peer observation, provided university faculty with an adequate understanding of the teachers' needs and their work environment. The chief supervisor's responsibility was to make the content and the delivery of the supervisors' course as hands-on as possible. He wanted the supervisors to experience a professional development course that was user-friendly and ready to be given to teachers without major changes (because the average workload does not allow many hours of course preparation). The supervisors' major concern was that the course content should consider the UAE learning environment and that the materials should be adapted from the students' textbooks. Although the content of the course was intended for teachers, the supervisors expressed a need for workshops that dealt specifically with teacher supervision, classroom observation, and teacher evaluation. These areas were deliberately placed at the end of the course so that teachers' needs were addressed first. The topics on critical thinking and learner autonomy skills were suggested by the university faculty in order to enable both supervisors and teachers to upgrade the skills of students entering the university from the state schools.

DESCRIPTION

The Organization and Content of the Supervisors' Course

The supervisors' course had 24 individual workshops, offered each Wednesday over two semesters in two locations (Abu Dhabi and Sharjah) to make it as convenient as possible for the supervisors and the university faculty. Each workshop was 3 hours long; 90 minutes were devoted to the advanced language component of the course, and the remaining time was allocated to a particular methodological issue. Although the advanced language component was aimed at upgrading the English language proficiency of teachers, the methodology component focused on providing the supervisors with hands-on content that could be adapted for classroom use.

The course content covered the following components:

1. Listening Strategies
2. Using Videos
3. Reading Strategies
4. Writing Strategies
5. Teaching Grammatical Structures

6. Teaching Vocabulary
7. Strategies for Teaching Speaking and Pronunciation
8. Using Visual Aids
9. Role Play
10. Lesson Plans
11. Classroom Management
12. Group and Pair Work
13. Classroom Language
14. Testing and Assessment
15. Textbook Evaluation
16. Syllabus Design and Materials Production
17. Arab Learners' Errors and Error Correction
18. Introduction to Computer-Assisted Language Learning (CALL)
19. Attitudes, Motivation, and Learner Autonomy
20. Critical Thinking
21. Self-Access and Independent Learning
22. Classroom Observation and Peer Observation
23. Teacher Evaluation
24. Supervision

The course was designed specifically for UAE teachers and supervisors with the UAE learning, teaching, and professional development environment in mind. The teacher educators/course leaders were UAE university faculty with MA and PhD qualifications in TEFL and many years of experience preparing teachers and teacher educators. All the course leaders had at least 2 years of teaching experience in the UAE, so they had an adequate understanding of the students' profiles and learning needs. Most of the course leaders were involved with the workshops offered to the Al Ain teachers.

The course had a practical focus and was delivered as a series of workshops, many of which used a loop input approach (Woodward, 1991). This approach gave the supervisors materials, professional preparation, and teaching techniques that they could use to groom their teachers; the teachers, in turn, could use some of these techniques in their classrooms. *The English Language Curriculum Document for Basic and Secondary Education* states that "training courses will . . . eschew the lecturing approach and concentrate on practical, workshop activities" (Ministry of Education, 1994, p. 53). The course materials were, therefore, designed to complement the students' textbooks. The workshop style of delivery was deliberately chosen to involve the supervisors and allow them to experience the activities. In many of the activities, the supervisors took the role of students and performed a variety of activities using all four language skills. This approach allowed the supervisors to experience and assess the usefulness of the materials before giving similar workshops to their own teachers.

The course also offered opportunities for the supervisors to access the university

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resources, facilities, and materials. Some of the workshops were offered on the university campuses, where the supervisors were briefed on the curriculum, methodology, and curriculum support activities of the university English program in order to expose supervisors to the teaching and learning environment that UAE students would be joining after leaving secondary school. The course also offered the opportunity for faculty from the university and the Ministry of Education to meet and exchange experiences and expertise in the area of TEFL.

DISTINGUISHING FEATURES

Among the distinguishing features of the supervisors' course were the participatory approach taken, the challenges of educating educators, and various means of informative evaluation used to inform and revise the course.

Shifting to a Participatory Approach

When asked about the typical in-service course supervisors give their teachers, most mentioned either the exposé or the lecture approach. In the exposé approach, the supervisor assigns a number of topics or questions to the teachers, who then prepare an exposé. This involves reading, taking notes, and preparing a talk. The teachers then give a presentation to their colleagues in one of the in-service workshops, followed by an open discussion of the topic. Besides monitoring teachers during their presentations, supervisors are responsible for organizing and managing all in-service courses. These are typically given in the form of either a lecture or a workshop. Most of the workshops deal with classroom management issues, but may also include issues such as classroom discourse, language interference, and error analysis.

The exposé style of in-service teacher education no doubt helps teachers keep up with pedagogical developments and allows for the exchange of teaching ideas. However, it does have limitations. The participants in an exposé or a lecture-style workshop become receivers of knowledge poured into their minds by the teacher educator. Parrott (1993) describes this as the jug-and-mug approach—a metaphor that captures an entire tradition of educational preparation in the UAE and around the world.

To avoid this, the general approach we adopted for the supervisors' course was a participatory approach, in which both the teacher educator and the teacher learner are equal partners in a learning experience (Parrot, 1993; Woodward, 1992). The general goals of the workshops were to raise awareness and share experiences, clarify certain issues and concepts, give assistance when needed, and boost a feeling of professionalism. Because it was understood that the supervisors joined the program as participants and not as passive receivers of knowledge, spotlight presentations were avoided and replaced with whole-group discussions, workshops, brainstorming workshops, and situational tasks.

For example, in a workshop on motivation and independent learning, the supervisors were presented with the following situation: How would you help a teacher who tells you, "My students are not motivated, they hate English, and some of them are disruptive during my lessons"?

The supervisors were very aware of this problem, and in a large-group

discussion, they explored the reasons behind low motivation and discipline problems in English classes. The course leader wrote all the points raised by the participants on an overhead transparency and referred to them during the rest of the workshop. The issue of motivation was then discussed with reference to concrete examples of how to deal with this problem in English classrooms on a daily basis. It became evident to everyone involved that the salient reasons for low motivation were the lack of enjoyable activities, the lack of authentic materials, and the status of English as being a foreign language almost never used outside the classroom.

After this open discussion, the supervisors worked in pairs to participate in the following situational task. Participant A took on the role of a teacher who needed to deal with his unmotivated students, while Participant B took on the role of the supervisor. Roles were shifted so that the participants could experience both situations. The suggestions made by the supervisors during this situational activity were also written on the board and used to wrap up the workshop.

The course leader's responsibility was to facilitate and manage the workshops, while the participants discussed the issues, acted out different roles, shared information, criticized various learning situations, and suggested practical solutions for teachers when faced with unmotivated students. The participants generated a long list of teaching ideas to foster student motivation; this list included the use of educational games in English classes, cartoons for elementary students, authentic materials, and various realia, such as labels on food packaging.

In most of the workshops, we followed a task-based approach in which participants engaged in group or pair work on a particular task. The length of the task depended on the nature of the topic, and the materials used were designed to meet the goals of each workshop. For example, the workshop on textbook and materials evaluation started with a brainstorming phase in which the participants were asked to suggest the criteria that they would use when selecting textbooks and other teaching materials. The word *textbook* was written in the middle of a big circle on the board, and every criterion suggested was written with an arrow in the direction of the circle. Among the suggested criteria were authenticity of language, cultural appropriateness, teaching approach, language level, and presentation of grammar. In addition to suggesting criteria, the participants raised questions and concerns about some of the texts they are required to use to teach English.

Following the brainstorming and discussion workshops, the participants were asked to use the suggested criteria to evaluate an actual textbook. The texts were a mixture of commercial texts and texts developed by the MOEY so that participants could evaluate their locally produced texts as well as other texts written in the United States and Britain. In groups of four, they applied their criteria as well as the criteria prepared by the teacher educators to evaluate and discuss aspects of their texts. At the end of the group work, a volunteer from every group presented the results of the evaluation on a transparency. One participant, for instance, remarked that the book they evaluated would not be helpful because it did not leave much space for creativity or supplemental activities. Another group liked the way the reading passages were exploited to teach writing and speaking and remarked that the MOEY textbooks should do the same. At the end of this workshop, the course leader elicited the supervisors' opinions regarding the role and benefit, if any, of materials evaluation and how this skill might serve their elementary and secondary school teachers. This question led to a discussion of how materials evaluation can help teachers reflect on

the language input they are presenting to their students, enable teachers to look at their materials more critically, and help teachers prepare supplementary materials for their students. These sorts of discussions and situational tasks seemed to spark supervisors' eagerness to work more closely with their teachers.

Finally, although supervisors played an active role in the workshops, they also expected some kind of product in the form of a set of guidelines, handouts, summaries, and references for future use in in-service workshops with their teachers (see Appendixes A, B, and C).

The Challenge of Educating Teacher Educators

Educating teacher educators is never an easy task, so because of the nature of the course and the academic and professional levels of the supervisors, there was concern about how to best teach a group of educators. Throughout the course, supervisors were given opportunities to make suggestions about the content and organization of the course; these suggestions oftentimes translated into changes in the design and focus of future workshops. This openness helped the supervisors understand that their insights and expertise were valued by the teacher educators and had an impact on the course overall. In addition, supervisors were told not to expect "correct" answers to the tasks and questions generated during each workshop, but instead to expect and offer multiple solutions during the workshops. Thus, the emphasis was more on the exchange of ideas and on thinking through several issues than on reaching final conclusions.

The challenges of this approach became evident in the ways in which course leaders/teacher educators had to manage discussions and small-group tasks. Because the supervisors had a lot to say about all the topics of the course, there was a risk of getting carried away during discussions. This was managed by planning the main points of the discussion ahead of time and by displaying them on a white board. During group discussions, the leader had to make sure that all the supervisors had an equal chance to participate; therefore, on some occasions, more dominant participants were assigned roles as group leaders in charge of taking notes, keeping the agenda, or reporting to the whole group.

Activities and discussion tasks were always concluded by the leaders, who after hearing the reports from each small group, added some of their own points when appropriate. Parrott (1993) warns against assuming that the teacher educator has to add points to the discussion. He states that one has to be "circumspect in doing this as the points which seem crucial or even obvious to the trainer may well not be appropriate to the participants at their particular stage in thinking through the issues" (p. 13). Thus, we had to strike a balance between treating the supervisors as students on the one hand, but experts in their own right on the other. Structured opportunities for supervisors to have input into the content and organization of the workshops, creating an environment in which supervisors would accept open-ended ideas and suggestions, and ensuring equal participation among all course members enabled the supervisors' course to succeed in meaningful and lasting ways.

Evaluation

The evaluation of the supervisors' course assessed the extent to which the course content and delivery style met the goals initially set for the course. It also assessed the

workshops and their relevance to the supervisors, their teachers, and the environment in which they work. Four types of evaluation instruments were developed to assess the course:

1. an evaluation of each workshop
2. a midcourse evaluation
3. an end-of-course evaluation
4. a postcourse evaluation

Each supervisor was given an evaluation form at the end of each workshop that asked about its usefulness and relevance to the course goals. The course coordinator in collaboration with the two teacher educators in the program acted on these recommendations and made necessary changes. Thus, feedback from course participants was used continuously throughout the course to make minor adaptations as appropriate.

Midway through the course, the supervisors were offered the opportunity to discuss the course with the teacher educators as a group, covering the educators themselves, the materials, and the course content. This sort of open, group evaluation allowed the supervisors to communicate their ideas based on their expertise as supervisors and was very valuable for the teacher educators. The supervisors reported that they felt the course leaders were organized and accessible, and there was plenty of exposure to and practice in skills and methodology; some even reported that they had already started to use some of the materials and techniques during in-service workshops they were offering their teachers.

The end-of-course evaluation took place during the final course workshop. The 55 supervisors were divided into three groups with one of the teacher educators as a facilitator and asked to evaluate the course through an open discussion and on a written form that asked about the strengths and weaknesses of the course, the usefulness of the materials and techniques, and suggestions for areas of future cooperation between the university and the MOEY. Overall, although supervisors felt that more consideration should be given to the UAE environment and complained that some of the content in workshops about specific skills was irrelevant, all praised the organization of the course, the practicality of the techniques and demonstrations, and the abundance of useful materials.

This open-ended feedback generated useful insights for future programs coordinated by the MOEY. The supervisors asked for experts from the university to assist in the areas of textbook development, testing, and the upgrading of teachers' English language fluency. In general, the supervisors felt that the course was a productive forum in which they had the opportunity for extensive discussion with the course leaders about the needs of their teachers and their teachers' students. In addition, the teacher educators gained a better understanding of the educational environments and the challenges facing students, teachers, and supervisors.

The postcourse evaluation, which took place 1 year later, was designed to find out about the usefulness and relevance of the materials and techniques used when the course participants worked with their own teachers. This evaluation, therefore, addressed the content areas and techniques that supervisors had actually used with their teachers. It also addressed the future professional development needs of the supervisors and their teachers in order to update the MOEY needs analysis data

bank. Supervisors mentioned almost all the course topics, although no mention was made of the topics on critical thinking and learner autonomy (which had been suggested by the university-based educators during the course development stage). Supervisors mentioned the use of workshops, role plays, demonstrations, group work, and elicitation techniques. They also expressed the need for more course work in the areas of supervision, computer-assisted language learning (CALL), and action research. For their teachers, they recommended more workshops on methodology, testing, and self-development.

In the four evaluation tools used, the supervisors were unanimous that the course created a cooperative bond between EFL professionals in the two largest institutions that serve the majority of the students in the UAE. Six months after the end of the course, the same approach was used for a seminar on CALL in the MOEY schools.

PRACTICAL IDEAS

Even though this course was designed specifically to answer UAE supervisors' professional development needs, the overall design and approach selected for the course can be of benefit to teacher educators in various contexts. Some practical ideas follow.

Groom a Group of Teacher Educators

Groom a group of senior teachers, coordinators, supervisors, or inspectors to prepare the rest of the teachers in smaller groups because in countries with national EFL curricula, it might not be practical to prepare all teachers directly.

Ensure That Courses Reflect the Results of a Needs Analysis

Base any teacher education course on a thorough and well-designed needs analysis involving participants, administrators, and other stakeholders.

Make Sure Participants' Knowledge, Experience, and Background Are Reflected in Course Design

If possible, involve the participants in choosing the content of the course. This will ensure their interest and a long-term benefit. To motivate participants, ensure that the workshops build on what they already know. The experiences and expertise of participants should also be an integral part of the course content and organization. Require course leaders to familiarize themselves with the cultural and professional background of the participants.

Make Workshops Practical

Make the workshops as practical as possible. Most teachers prefer classroom tips and dislike theoretical content. (The appendixes to this chapter offer the reader sample lesson plans.)

Build Ongoing Evaluation Into the Course Structure

Carry on evaluation throughout the course to help everyone reflect upon the content and structure and make necessary changes. Use a postcourse evaluation to help participants check whether the course has met its objectives.

CONCLUSION

The supervisors' course marked the first direct contribution of university TEFL faculty to the professional development of their colleagues from secondary and elementary schools. They shared their expertise and learned about the process of teacher education in the UAE. The challenges of the course will certainly help in the design of future teacher education programs that give teachers opportunities for professional development and a chance to contribute to the creation of expertise and pedagogical knowledge in English language teaching in the UAE.

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CONTRIBUTORS

Hedi Guefrachi received his MA in TESOL and the training of trainers in Britain. He taught in Tunisia before joining United Arab Emirates University as an EFL lecturer. He is involved in training EFL teachers and supervisors. Salah Troudi received his PhD from Florida State University. He is an English lecturer at the UGRU Department of United Arab Emirates University. His research interests include teacher education and evaluation, classroom interaction, and discourse analysis.

APPENDIX A: SAMPLE HANDOUT FOR WORKSHOP ON ROLE PLAYS

Role Play and Simulation Workshop

Objective: The aim of this workshop is to discuss the place of role play and simulation in the English syllabus. The participants will take part in a role play and a simulation and then discuss the two activities.

Task: Suppose you are given the following role card:

> You bought a pair of shoes 2 days ago. You have discovered two scratches in them. Take them back to the shop and explain the problem. You do not want another pair, you want your money back. Be polite at all times.

In this role play, the learner might be free to choose appropriate language to express meaning and attitude, but the way the situation develops, and its eventual outcome have been decided. The student is playing (performing) an assigned role.

Aspects of Role Behavior Involved in Role Play

Degree of formality: This depends on the context.

Talking to a stranger: *Excuse me, could you tell me where the town hall is?*
Talking to a friend: *Where's the town hall, then?*
Talking to a boss: *Good morning, Mr. Ahmed.*
Talking to a friend: *Hi there.*

Register: Specific features of language, for example, occupational register: Two medical doctors talking about their work will use many words and phrases from the field of medicine. This makes it very difficult for a listener not familiar with the field to understand. For role plays, students can be exposed to doctor-patient discourse, discussions between a car mechanic and customer, and others in which register would be evident.

Function: Do we wish to express an opinion, agree or disagree, persuade or complain? In any role, learners will need a variety of functions.

Attitude: Learners can be shown how to make clear what their feelings are (e.g., delight, anger, surprise, confusion). They also must learn how to recognize these feelings in their interlocutors. *I'm afraid I have a complaint to make* is polite, whereas saying, *This is too much*, after the fourth time one has complained about the same goods, reveals frustration and anger.

Paralinguistic features: Language has to be selected and said correctly. Stress, intonation, rhythm, tone of voice, speed of delivery, pitch, and loudness have to be taken into consideration.

Extralinguistic features: In face-to-face interaction, it is important to know the appropriate gestures and facial expressions that accompany the language. Body language is culturally defined; British people, for instance, shake hands on fewer occasions than Arabs.

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Preparing a Role Play

Selection: The teacher has to select a role play that meets students' language needs. For a beginning-level class, a shopping situation is appropriate. For example,

Situation:	in a shop
Roles:	customer and shop assistant
Formality:	formal
Attitudes:	neutral, polite
Language functions:	asking for goods asking for and giving prices asking for and giving amounts
New material (linguistic preparation):	reading a paragraph about shopping
Requisite learner knowledge:	shopping vocabulary
Names of common shop goods:	sugar, butter, coffee
Names of shops selling these:	London Grocery, Al Ahlia Supermarket
Names of amounts:	*half a kilo, a pound*
Names of packaging:	*a packet, a jar*
Difference between number and amount:	*much/many*
The English monetary system:	pound, penny
Polite requests for goods:	*Can I have two kilos of sugar, please?*

Assumed knowledge: It is assumed that, before the preparation, learners know:

numbers to 100
greetings (e.g., *good morning, good-bye*)
gambits of courtesy (e.g., *please, thank you, here you are*)
a way of asking the name of things in English (e.g., *What's this called in English?*)
the question form *can you?* (e.g., *Can you buy apples at the . . . ?*)

Required Teaching Aids: Pictures or realia of common shop goods, price tags, toy money, pictures of the shops to be mentioned, role-play cards, and model dialogue might be included in a basic list.

Situational and cultural preparation (e.g., ways of greeting, nonverbal behavior): *Good morning, Mr. Smith; How are you today, Mr. Smith?*

Factual preparation (where you can buy things): market, supermarket

Students should be given enough time for practice.

Follow-up: Problems With Role Play

Time: The above beginning-level role play might take up to 4 hours of class preparation.

Organization: The setting can be a problem; tables cannot be moved.

Sample Role Plays

You are on holiday in England. You bought an expensive dictionary (for your English classes!) two days ago. You have discovered that 20 pages are blank (show them to the assistant). You have lost the receipt. You want your money back.

You work in a bookshop. Ask the customer if you can help him. Ask if he is sure the book was bought in your shop. Ask for the receipt. Offer to order a new dictionary (you have no copies left).

You lost a _____ on the train/bus to _____ yesterday at _____(time). Go to the lost property office. Describe what you lost (e.g., color, size, material). None of the _____s the attendant shows you are yours. Ask him what you should do now.

You are the attendant at a lost property office. Ask the person what she has lost, and where and when it was lost. Ask her to describe the object in detail. Show her some objects. Suggest she comes back tomorrow.

You meet _____ in the street. You are fine. Ask _____ if she would like a cup of coffee in a cafe. There is a nice cafe on _____ Street.

You meet _____ in the street. Ask how she is (you are fine). You would like a cup of coffee.

You go to a restaurant with _____. Ask about a table. Ask _____ what he wants. Ask if he wants a drink with the meal. Order the food and drink. Pay the bill.

You go to a restaurant with _____. Look at the menu and tell _____ what you would like to eat and drink.

You are the waiter. You have a table for two. Give the customers a menu. Take their order. Give them the bill.

You are in a new town, at the railway station. You want to go to the Palace Hotel. Stop someone and ask the way.

You are at the railway station. Help a tourist.

Go to a travel agency and book a flight to Cairo. Ask for accommodation and tours.

You are a travel agent. Help a customer who wants to have information about travel and accommodation.

APPENDIX B: SAMPLE HANDOUT FOR WORKSHOP ON TEXTBOOK EVALUATION

Textbook Evaluation Workshop

Objective: The aim of this workshop is to discuss some of the current principles in textbook evaluation and conduct a minievaluation of several textbooks.

1. Rationale for textbook evaluation
   - precourse evaluation
   - postcourse evaluation
2. Textbook as syllabus?
3. Basic principles for materials evaluation
   - Relate the teaching materials to your aims and objectives. (The aims of a teaching program should determine the course materials to be used and not the reverse.)
   - Be aware of what language is for and select teaching materials that will help equip your students to use language effectively for their own purpose (try to distinguish between, e.g., participation in a language drill, a course book dialogue or a role play, and the ability to carry through a real transaction. Does the text prepare the learners to express their feelings and attitudes about real things or events? Look at the ministry books (different levels) and decide if they perform this function.
   - Keep your students' learning needs in mind. How is language selected, graded, presented, and practiced? How are learning units presented? Are they related to each other? Can learners relate new language items to what they already know? Does the text help stimulate the learners? Is it intellectually stimulating? Is it usable with small groups and pairs?
   - Consider the relationship between language, the learning process, and the learner.

   The text must have a balance between the needs of the learner as an individual and the linguistic difficulties inherent in language learning.
4. Selection and grading of language items
   - structural and functional approaches
   - subject-centered approach and student-centered approach

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Grading: the speed with which the learners progress, how much new material is introduced in a new unit, how close together or how far apart new grammatical structures are in relation to each other, and how much vocabulary is introduced in each unit. How much of practice material is provided and in what form (e.g., role play, dialogue, drill . . .)?

Recycling: Is there adequate recycling of new items? Lexical items, for example, are best learned when they are recycled five or six times.

Linear Progression and Cyclical Progression: A text with a linear progression deals with each item exhaustively before passing on to the other item. A text with a cyclical progression moves fairly quickly from one language item to another and then progressively returns to each item throughout the text.

5. Minievaluation workshop: As a group, participants will evaluate textbooks according to one or two evaluation principles. How far do you think the objectives which you identified are appropriate for the learning needs of the students for whom the course book was designed?
6. Presentation workshop: After the minievaluation is over, a volunteer from every group will report the group's conclusions to the participants.

APPENDIX C: SAMPLE HANDOUT FOR WORKSHOP ON ATTITUDES, MOTIVATION, AND LEARNER AUTONOMY

Attitudes, Motivation, and Learner Autonomy Workshop

Objective: The aim of this workshop is to discuss the roles of attitudes and motivation in learning a foreign language. We will also discuss ways of increasing learner autonomy.

Attitudes and Motivation

They are both considered affective factors in language learning. The two terms are not always clearly distinguished in applied linguistics literature. Attitudes and motivation have been lumped together as factors responsible for relative success or failure in foreign language learning.

Attitude: Ajzen (1988) defines *attitude* as "a disposition to respond favorably or unfavorably to an object, person, institution, or an event" (p. 4). Attitudes are learned and therefore capable of changing by further learning. Attitudes include three elements:

1. cognitive component: beliefs about the object,
2. affective component: amount of positive or negative feeling one has toward the object,
3. conative component: one's behavioral intentions or one's actual behavior toward the object.

Motivation: Gardner and Lambert (1972) identified two types of motivation:

1. instrumental motivation: The purposes of language study reflect the more utilitarian value of linguistic achievement, such as getting ahead in one's occupation.
2. integrative motivation: The learner wishes to learn more about the other cultural community because he is interested in it in an open-minded way to the point of eventually being accepted as a member of that group.

The relationship of attitude to motivation is dependent on the type of motivation. An integrative motivation presupposes a positive attitude toward the target language and culture. A learner who is instrumentally motivated does not necessarily have a positive attitude.

Learner Autonomy

Autonomous learning is a matter of a learning style, but it can be fostered and encouraged. A learning style is an individual predisposition to learn in a particular way.

Syllabus-free/bound learners: Syllabus-free learners are believed to learn from elements in the general learning context and outside it, whereas syllabus-bound learners require the packaging and presentation of data that the teacher provides.

Task A: Motivation: Consider the following scenario. One of your teachers comes to you seeking advice about several learners who lack motivation and interest. He has tried to motivate them but without success. How can you help?

Task B : Learner Autonomy: Consider the following scenario. You are in a school where your learners rely heavily on the textbook and on your input. What do you think you can do to foster independent learning?

These two tasks are simply examples of how to run a workshop (discussion) about motivation and learner autonomy. We will discuss other ways of managing workshops.

Please note that the purpose of these tasks is to raise awareness of such topics. As participants are experienced and come from different backgrounds, the teacher educator's role is to facilitate discussions and not to provide right or wrong answers.

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Teacher Education

Edited by Karen E. Johnson

In this volume of the Case Studies in TESOL Practice series, TESOL teacher educators from around the world reflect on the experiences of teachers as learners of language teaching. They illustrate ways of preparing teachers to work in diverse cultural, linguistic, and social contexts. They document the creation and viability of professional communities through pre- and in-service activities. They embrace the processes of teacher socialization that occur in classrooms, schools, and the wider professional communities where teachers work. They assess teaching by focusing on how teachers make sense of their classroom practices and the social contexts within which they teach.

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